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ABSTRACT

A companion document to the curriculum guide for a secondary level child care services curriculum, this handbook contains a variety of administrative and program resources for the teacher: The vocational curriculum outline for child care services; a calendar of suggested public relations activities; procedures for building child care services enrollment; list of child care services student qualifications; application for home economics career program including personal data sheet; forms for confidential report on students and for character references; copies of student's agreement, contract grading forms, task analysis rating scales, student evaluation forms, letter of appreciation, and observation forms and check lists for recording child behavior; outline of a filing system for child care services; and a bibliography listing books for children, books on child care services, curriculum guides, films and filmstrips, film supplies, organizations and agencies, pamphlets, periodicals, and local resource persons and agencies. (HD)

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ED139971

DUVAL COUNTY SCHOOL SYSTEM

JACKSONVILLE, FLORIDA

CHILD CARE SERVICES HANDBOOK

BEST COPY AVAILABLE

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August, 1974

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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CE 000 992

Child Care Services Handbook

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VOCATIONAL
CURRICULUM OUTLINE
FOR
CHILD CARE SERVICES

1. The Child Care Worker---Skills of the Job
2. Working with Children
3. Understanding Growth and Development
4. Day Care------What is it?
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6. Need of All Children
7. Nutritional Needs of Children
8. Infant Care
9. Child's Play
10. Facilities for Child Care
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12. Ideas Tried and True
13. Setting Up and Operating a Child Care Cente
14. The Job---Getting, Holding, Changing

CALENDAR OF SUGGESTED PUBLIC RELATIONS ACTIVITIES FOR THE CHILD CARE SERVICES PROGRAM

August:	Date Completed
1. Personally present plans for yearly public relations activities to school administrators.	_____
2. Organize advisory committee for the new school year.	_____
3. Prepare radio program on objectives of program.	_____
4. Ask Chamber of Commerce to distrubute brochures on program to business men.	_____
5. Visit the homes of students enrolled in the program.	_____
6. Prepare newspaper article directed at students and employers to initiate the actual placement of students.	_____
SEPTEMBER:	
1. Distribute list showing placement of students to faculty, school administrators, students, parents, and employers.	_____
2. Invite administrators to attend initial advisory committee meeting.	_____
3. Review plans for the program for the coming year with faculty.	_____
4. Prepare the first in a series of articles for the school newspaper.	_____
5. Prepare bulletin board display on occupations for school corridor.	_____
6. Present proposed yearly program activities to advisory committee.	_____
7. Prepare newspaper article telling of expansion of program and facilities, etc.	_____
OCTOBER:	
1. Invite former students to visit classes.	_____
2. Invite school administrators to visit classes.	_____
3. Prepare exhibit for county fair and hand out brochures to visitors.	_____

3

4. Prepare exhibit for school corridor depiciting placement of students enrolled in the program. _____

5. Prepare a portable bulletin board display around "Know Your Schools", and plan a schedule for showing it in various business establishments in town. _____

6. Present program of yearly club and class activities to employers. _____

7. Prepare newspaper article (Illustrated with photographs) about exhibit at county fair. _____

NOVEMBER:

1. Invite a parent and a business man to speak to classes and to club. _____

2. Plan lay-out for the school annual showing various phases of program. _____

3. Invite former students to present a club program. _____

4. Prepare float for homecoming parade. _____

5. Prepare automobile stickers for national education week. _____

6. Invite civic group to sponsor a "Better Schools" campaign. _____

7. Invite parents to attend class as a part of national education week. _____

8. Prepare a newspaper article about program for publication during national education week. _____

9. Help employers secure "extra-help" from student body for Christmas holidays. Give students pre-employment training. _____

10. Plan and conduct store meeting for retailers on gift selling. _____

DECEMBER:

1. Prepare exhibit for theatre lobby. _____

2. Prepare bulletin board display for school corridor on "Know Your Community." _____

3. Ask club to sponsor a Christmas basket for the needy. _____

4. Take legislator on tour of training stations. _____

5. Prepare article for newspaper (illustrated with photographs) about "extra-help" from student body being given pre-employment training through program. _____

JANUARY:

1. Prepare students to present a program before various civic clubs. _____
2. Ask club to sponsor March of Dimes campaign within the school. _____
3. Prepare students to serve as receptionist for open-house. _____
4. Invite employer to speak to club. _____
5. Conduct employers, as a group, through school building during open-house. _____
6. Take parents on tour of training stations. _____
7. Prepare a radio program in cooperation with school. _____
8. Send brochure on program to legislators with a letter covering it. _____
9. Prepare newspaper article about parents touring training stations. _____

FEBRUARY:

1. Invite faculty members to attend club meeting. _____
2. Invite teachers to attend classes. _____
3. Prepare a bulletin board display for school corridor using guidance motif. _____
4. Prepare an assembly program to be presented by class. _____
5. Ask club to sponsor Red Cross drive within the school. _____
6. Invite employers to visit classes as a group. _____
7. Plan with counselor to have employers used as consultants on career day. _____
8. Prepare a newspaper article about employers visiting classes. _____

MARCH:

1. Invite and work with former students in presenting an assembly program. _____

2. Prepare a display of news articles for the year for faculty bulletin board. _____

3. Invite prospective students to club social. _____

4. Prepare bulletin board display for school corridor on employment opportunities within the community. _____

5. Prepare students to serve as sectional chairmen for career day. _____

6. Send brochures on program to parents. _____

7. Prepare newspaper article on preparing for job opportunities in the community through training offered in program. _____

8. Prepare for employer-employee banquet. _____

APRIL:

1. Prepare exhibit in school corridor. _____

2. Report on progress of program for past year to faculty. _____

3. Ask counselor and faculty members to make recommendations on selection of students for program for following year. _____

4. Prepare a bulletin board display for school corridor using prerequisites for enrolling in the program as central motif. _____

5. Prepare students to serve as guides on Business-Industry-Education day. _____

6. Invite parents to attend a club social. _____

7. Invite legislator to speak at club meeting (this might be used with employer-employee banquet.) _____

8. Prepare newspaper article about employer-employee banquet. _____

MAY:

1. Prepare exhibit in down-town window. _____

2. Prepare a display of yearly news articles for bulletin board in school corridor. _____

3. Ask Junior Chamber of Commerce to select outstanding student for Tide Club Convention. _____

4. Prepare radio program about accomplishments of program for the school year. _____

5. Invite prospective employers to club social. _____

6. Prepare newspaper articles about state Tide Club convention. _____

7. Visit the homes of students who have submitted applications for enrollment in the program for the following year. _____

JUNE:

1. Present file of yearly newspaper articles to school administrators. _____

2. Present written progress report on program to school administrators. _____

3. Send several outstanding newspaper articles to legislator accompanied by letters. _____

4. Prepare a newspaper article on accomplishments of program for the past year. _____

JULY:

1. Prepare article about program for Chamber of Commerce bulletin. _____

2. Explain school evaluation report to legislator to show the need for the local program in the community. _____

FACULTY RELATIONSHIPS

Negative Attitudes (by some)

1. Place for work with hand.
2. Place for misfits and discipline cases.
3. Limited to those not going to college.
4. Place for those of low intelligence.
5. Coordinator or counselor

Ways of Correcting

1. Explain program at faculty.
2. Do a good job.
3. Cooperate with other teachers and general school program.
4. Build up pride in your own students.
5. Let them know what graduates have accomplished.

6. Place for those needing financial help.

7. Vocational Education not an educational program or the responsibility of the schools.

8. Coordinator makes more money.

6. Personal contacts and committees

7. Get them in to your department to see.

8. Invite to social affairs such as employer banquets.

9. V. E. Days.

10. Demonstrate professional stature.

11. Distribute information bulletin.

12. Individual conferences for selection of students or students progress.

Statements or Information Designed to Combat Negative Attitudes

1. Students represent the school and poor students give poor impressions.

2. Students must be interested and able to benefit from course.

3. All jobs in D.E. or D.O. require considerable training and specific personal qualities.

4. Would you recommend a particular student to an employer?

5. Use standards or requirements of business or industry.

6. Program helps student to go to college.

7. Helps them decide on college course.

8. College will accept _____ vocational credits.

9. D.O. or D.E. is good college preparatory course in many fields.

10. Missouri study showed that U.S. graduates who went to college did just as well and even better than other students if they continued in the same field.

11. Emphasize total job of coordinator, importance of supervising young workers, organization of evening classes.

12. Education is for everybody and should be education that meets needs.

13. Vocational preparation is one of the cardinal objectives of education.

14. Adults pay for education and are therefore entitled to benefits.

CHILD CARE SERVICES

Through the years successful distributive education coordinators have developed techniques for contacting students which result in consistently sound enrollments and strong distributive education programs. The purpose of this bulletin is to bring the various procedures into sharp focus as an aid to hea[illegible]ng coordinators work toward program improvement.

Two problems recur most frequently. First, some programs are too small numerically. Second, in some instances, the program is sufficiently large, but the coordinator has enrolled all applicants, with no regards for their interests and qualifications, and the total program is weak. Either of these situations emphasizes the need for having a purposeful and objective plan to inform students, teachers and parents about distributive education so that the task of building a list of prospective and desirable distributive education trainees is easier to accomplish.

A two-fold objective, then, needs to be kept in mind: (1) There should be a sufficient number of applicants to permit the coordinator to guide only interested students into D. E. , and to guide students having other vocational ambitions into more pertinent courses. (2) The screening of applicants should result in a justifiable number of qualified students being enrolled.

How to Have and Follow a Well-Organized Plan During the Spring Semester

Successful distributive education coordinators always follow an organized plan for securing interested students during the spring semester. Students are easier to contact while school is in progress, and it is easier to talk with them about courses. Experience has proved the folly of waiting until August to contact students who might be interested.

Organized planning is of equal importance to timing. The plan should be well-defined, and the most pertinent details set on paper. The last page of this memorandum outlines a suggested checklist which might serve as a pattern for working out the plan best suited to your school.

How to Use Group Contacts

As a beginning point for securing applicants, group contacts are most effective. There is a continuing need for more explanation of "What Distributive Education Means" — directed to students, teachers and parents.

This approach cannot, as a rule, be counted upon to show immediate, tangible results. Too, many coordinators have depended entirely upon group contacts, with sad results. However, as an introductory technique, various types of group contacts are invaluable.

If lack of quality enrollment is a problem in your school, all of these suggestions should be explored and used. Listed below are the avenues which have been found most effective for presenting D. E. to groups, plus ideas which have been used:

School Assembly Programs — Such programs should appeal to sophomores and juniors especially. They should be used for the specific purpose of arousing interest in the D. E. program, and to explain the benefits of the program to prospective trainees. Choice of talent for the program should center on getting the most able spokesman and the best presentation. A student or number of students, a businessman or several businessmen or a combination of the two, might be best. Demonstrations and skits are usually most effective; talks, if they are to be effective, should be short and to the point.

Civic Club Programs — Good civic club programs should follow the same general principles outlined above except, of course, they should be planned so that the appeal is to parents instead of to students. Too often, civic club programs are presented by the coordinator. Students and business leaders of the community should be brought into more of these programs as a means of adding variety and captivating interest.

P. T. A. Program — In this type of program the appeal should again be to parents. The same principles used in creating good civic club programs apply here. Since many parents know little about vocational programs, it is most important to make use of this approach.

Faculty-Meeting Programs — This contact is one of the most productive, and should probably be made by the coordinator himself. Fellow teachers can contribute more to the success or downfall of a distributive education program than any other group, and it is important that they have a clear picture of the objectives of the program. Do not hesitate to end the program with a request for active cooperation, and a well defined plan of securing names of students from these co-workers.

How to Use Individual Contacts

Experience has proved that individual contacts are necessary in practically every school. Group approaches are fine for stimulating interest and giving information, but they rarely result in very many applications from prospective students.

All of the types of individual contacts listed below can result in the right kind of enrollment for your class. There is only one precaution to observe: Be sure that there is no pressure placed on any student to enter the program - keep the contact on an information-giving basis, telling the student why you felt that he might be interested.

Be sure to have all those who express any interest to fill out an application blank in order that you may determine thier real interest upon the basis of a personal interview.

Referrals from Other Teachers or Guidance Department — Some coordinators have developed forms on which fellow-teachers and guidance teachers refer students who might be interested in taking D. E. Some coordinators have relied on personal contact with the other teachers and guidance departments to secure names of students who could benefit from the program. Either approach might be "best" depending upon the school situation in which you work.

The main point is for the coordinator to secure names from this source, and then to follow-up with an individual, personal contact for the purpose of explaining the program to the student and determining his interest and qualifications for the program. Make no substitution for the personal contact.

Students Referred by Present Members of your D. E. Program — Your present D. E. students probably know as much about "who would be interested" as any group in your school. First of all, tell your students of your objectives and the qualifications which a student should have . . . then give them time enough to consider the matter and talk with their friends. Follow-up by asking them for the names of students who are interested, and make an individual, personal contact with each of these prospective students.

Students Who Have Particular Aptitudes or Hobbies — Students sometimes have aptitudes or hobbies which fit them for a particular job opening which you have. Students talented in art might be interested in training for display. A student talented in music might appreciate an opportunity to work in a music store, or in a record department. The Photography Club might provide a student who would like to work in a photograph department. Keep this factor in mind when talking with all other teachers, but make a point to secure names of these students from club sponsors and teachers of special subjects.

Most coordinators have found it best to interview prospective students in this classification before approaching the employer. Most store managers can quickly be interested in any student who has unusual talent or special interests in his occupational field. Interview each of these students regarding his hobby or special talent, as it would work out in D. E. ; then approach prospective employers.

Students Who Respond to Home Room Campaign — Sophomore and Junior home rooms should always be contacted. Home coordinators work out a short program which is staged by D. E. students, and which ends in a show of hands and giving an application blank to prospects. Home coordinators prefer to make a short presentation themselves concerning objectives and benefits of D. E.

Any home room campaign should end in giving of application blanks to any students who are interested, and arranging of interview dates.

Publicity Concerning Interview Dates With Individual Students — In making individual contacts of all kinds, you will, of course, give prospects an application blank and make tentative arrangements for interviews. The approach should be planned so that it will be easy for every interested student to have an opportunity to interview you.

The following arrangements for notifying students about interviews are recommended:

1. Announce interview dates in school paper, if any.

2. Announce interview dates over intercommunications system of school, or by going to home rooms.

3. Publize interview dates in downtown papers.

4. Personally remind as many as possible of the interview date.

Follow-up Interviews With Parents

Frequently in September, coordinators have said: "I had a lot of applicants last spring, but they failed to show up and I had to begin all over again." Some have said that economic conditions are so good that students do not have to work and, therefore, they have no interest in D. E. Others report that parents, who do not understand the program, influence their children to take other subjects.

In any event, the need of a personal interview with the parents of students whom you accept as pre-registrants in indicated. The purposes of these interviews are to inform the parents about the objectives of your program, and about the benefits to the students. At the same time, it gives you an opportunity to become acquainted with the parents and to gain an insight into the background of the students.

This personal interview with parents is very strongly recommended.

Consolidated List of Prospects

Your last step in pre-registering students, of course, is to draw up a list of all potential candidates for your program, so that you will have a list to refer to in August when your program begins to shape up.

Other students and late-comers may be contacted in August, of course, but you should know most of your students by May 31 in order that most of the month of August might be spent in securing proper placement for your applicants.

Checklist for Securing Applications from Interested Students During the Spring Semester

Proposed Activities	Suggested Completion Date	Planned Completion Date
1. Group Contacts Resulting in Applications from Individual Students		
School Assembly Program	All group contacts should be completed before March 31.	
Civic Club Programs		
P.T.A. Program		
Faculty Meeting Program		
2. Individual Contacts Resulting in Applications from Students		
Students referred by other teachers or by guidance department	April 15	
Students referred by present members of your D.E. class	April 15	
Students whose special talents or hobbies might qualify them	April 25	
Students responding to home room campaign	April 25	
Place an application blank in the hands of each interested student, and arrange for an interview.		
3. Techniques in Announcing Interview Dates	April 27	
School Intercommunications _____ School Newspaper _____ Home room announcements _____ Downtown newspapers _____		
4. Deadline Date for Completion of Personal Interviews With Every Interested Student	May 10	
5. Deadline for Completing Follow-Up Personal Interviews With Parents of Applicants	May 31	
6. Consolidation of All Applicants Into a List to be Contacted Again in August	May 31	

Co-operative Child Care Services

Student Qualifications

1. Must be a senior.
2. Must have completed or be enrolled in Child Care Services.
3. Must have a work permit if under 18 yrs. of age.
4. Must provide own transportation.
5. Must assume responsibility for obtaining graduation requirements.
6. Must sign and follow student agreement.
7. Must have parent permission.

Student Schedule

1. Student must meet all graduation requirements.
2. Student work load is a minimum of 15 hours per week for which 3 credits are given.
3. Students must keep wage and hour record to be signed by employer and turned in to co-ordinator before grades are issued.
4. Training station must be Child - Care related; e.g. nursery, pre-school, community school.
5. Student must notify employer and co-ordinator if unable to report for work.

APPLICATION FOR HOME ECONOMICS CAREER PROGRAMS

Please check for which you are applying:

_____CHILD CARE SERVICES

_____CLOTHING MANAGEMENT AND SERVICES

_____FOOD MANAGEMENT AND SERVICES

1. _____

Last name First name Middle name Home Room

2. Social Security Number_____Family Doctor_____

3. Age_____Birth date _____Height_____Weight____

4. Address_____Zip Code_____Phone_____

5. General Health(Explain any handicaps such as weak eyes, poor hearin

_____

6. Father's name_____Occupation_____

7. Mother's name_____Occupation_____

8. What prompted your interest in this program?_____

9. Have you discussed this with your parents?_____

10. How do you spend your leisure time?_____

11. What subject do you like the best?_____

12. What subject do you like the least?_____

13. What are your hobbies?_____

14. In what extra-curricular activities have you taken part?_____

_____

15. Do you get along well with others or do you prefer do be alone?____

16. How many days have you been absent this year?_____Main reason_____

_____

17. Have you had any referrals?_____Reason?_____

18. Do you expect to be employed as a result of training in this class?_

19. Do you intend to go to college?_____

20. Will you have to work your way through college?_____

21. Will you have car transportation during school hours next year?_____

22. Have you had the semester course in Child Development_____Teacher_____

 Nutrition and Foods___Teacher_____

CURRENT SCHOOL YEAR

MOD	SUBJECT	GRADES	TEACHER	ROOM NUMBER
1				
2				
3				
4				
5				
6				

OCCUPATIONAL INFORMATION

If you have been employed, fill in the following, starting with the most recent job you have had.

EMPLOYER	ADDRESS	DATES	TYPE OF WORK
1.			
2.			
3.			
4.			

I shall do my part in assisting my son/daughter to fulfill all obligations to the program. including regularity of attendance and maintaining of a satisfactory scholastic standing.

_____
Father's Signature

_____
Mother's Signature

_____
Student's Signature

_____
Guardian's Signature

PERSONAL DATA AND STUDENT APPLICATION FORM

FOR _____ COOPERATIVE HOME ECONOMICS COURSES

CONFIDENTIAL

Directions: Print all information. Answer each question

Date _____ Attach Photo Here

Name _____
Last First Middle

Homeroom No. _____ Counselor _____ Yr. in School _____

Address _____ Phone _____

Social Security No. _____ __ _____ Date of Birth _____

Name of father or guardian _____ Occupation _____

Home Address _____ Business Address _____

Name of Mother _____ Occupation _____

Home Address _____ Business Address _____

Do you have any physical disabilities? _____ If so, what? _____

NOTE: Physical disabilities include asthma, diabetes, epilepsy, fainting spells, poor hearing, weak eyes, or others. These disabilities can be very hazardous on many jobs. Please be very accurate in answering this question.

Name and ages of brothers and sisters _____

Do you live with both parents? _____ Mother _____ Father _____ (Check one)

Who do you live with if you do not live with your parents - Name _____

Address _____ Phone _____

Are you now employed? _____yes ____no. If yes, state firm and address:

When did you begin this job? _____ Duties _____

Other work experience:

Employer _____ Duties _____

Length of Employment _____

Employer _____ Duties _____

Length of Employment _____

What required subjects do you lack for graduation?

_____ _____ _____

_____ _____ _____

What do you plan to do after high school? (Please check)

Job _____ College _____ Marriage _____ Further training (specify)_____

_____

List the names of four teachers for references. (Major subject teachers only.) Homeroom teacher reference is not acceptable.

_____

_____

_____

_____

What are your activity interests? (Hobbies, organizations, sports, extracurricular)

_____

Please check the home economics courses listed below which you have taken:

_____ Home Economics - 7th grade
_____ Clothing and Textiles
_____ Home Economics - 8th grade
_____ Housing and Home Furnishings
_____ Comp. Home Economics
_____ Food and Nutrition
_____ Modern Family Living
_____ Family Economics
_____ Child Development

Have you even been suspended from school? _____ Yes _____ No If so, when and what for?

_____

What arrangements will you have available for transportation to and from interviews and to and from work?

Public Bus _____ Car Pool _____ Family Car _____ Own Car _____

Is there a particular place of business you prefer to work? If so, give the name of place and employer:

Firm _____ Address _____

Manager _____ Phone _____

Class Schedule

Period	Course	Room No.	Teacher
HR			
1			
2			
3			
4			
5			
6			

Approved: _____ Signed: _____
(Parent or Guardian) (Student)

CONFIDENTIAL REPORT

TO:

FROM:

SUBJECT.

FROM YOUR OBSERVATION OF THIS STUDENT IN YOUR CLASS, PLEASE GIVE THE FOLLOWING CONFIDENTIAL INFORMATION WHICH WILL BE HELPFUL TO ME IN DECIDING WHETHER TO ACCEPT THE STUDENT INTO THE COOPERATIVE EDUCATION PROGRAM. PLEASE RATE ACCORDING TO THE FOLLOWING: HOME ECONOMICS CAREER PROGRAM

	Above Average	Average	Below Average	Poor
1. PROMPTNESS IN GETTING TO CLASS				
2. PROMPTNESS IN TURNING IN ASSIGNMENTS				
3. DEPENDABILITY				
4. REGULARITY OF ATTENDANCE				
5. UNDERSTANDING AND FOLLOWING OF INSTRUCTIONS				
6. WELL-MANNERED AND COURTEOUS				
7. FAVORABLE REACTION TO CRITICISM				
8. ACCEPTABLE ATTITUDE TOWARD TEACHERS AND ADMINISTRATORS				
9. NEATNESS IN APPEARANCE				
10. PROPER USE OF CLASS TIME				

AS A MEMBER OF THIS PROGRAM, THE STUDENT WILL REPRESENT THE SCHOOL IN THE BUSINESS COMMUNITY. IN THE LIGHT OF THE ABOVE EVALUATION, WOULD YOU RECOMMEND THAT HE BE ACCEPTED? YES_____ NO_____

COMMENTS:

HOME ECONOMICS COOPERATIVE EDUCATION

CHARACTER REFERENCE

FROM: _____ Coordinator

TO: _____

STUDENT: _____

Your confidential estimate of this student's character will be an important factor in deciding if he or she will be permitted to enroll in the Home Economics Cooperative Education Program. It is essential that I know to what extent this student possesses the following character traits. It will be greatly appreciated if you will check the appropriate blanks.

	UNSATIS-FACTORY	AVERAGE	ABOVE AVERAGE	OUT-STANDING
Personal Cleanliness & Grooming				
Attendance & Punctuality				
Accuracy				
Initiative				
Ability to work up to capacity				
Ability to follow instructions				
Ambition				
Dependability				
Tactfulness				
Honesty				
Quality of work				
Quantity of work				
Attitude toward criticism				
General level of maturity for age				

Please return this report as soon as possible so that the application may be processed. (Mail box in office) Thank you.

_____ _____ _____

Signature of Instructor Subject Area Room

REMARKS: _____

HOME ECONOMICS CHILD CARE SERVICES

STUDENT'S AGREEMENT

(To Be Signed Prior To Acceptance For Training)

The Child Care Services Program is planned to develop a student academically economically and socially. In doing this, there are definite things that must be done. There are responsibilities the student must realize and agree to cooperate in carrying out to the fullest extent.

As a condition for acceptance into the Child Care Services Program, I therefore agree to the following:

1. To have student 24-hour insurance protection.
2. To be regular in attendance at school and on the job.
3. To be on time at school and on the job.
4. To be in good health, free from any communicable disease.
5. To notify my employer and coordinator in advance in case of necessary absence.
6. To know that absence from school means absence from on-the-job-training and vice versa of the day involved.
7. To accept counseling and guidance from the coordinator and employer cheerfully.
8. To know that if my conduct or work is not satisfactory that my training can be discontinued and I will fail the course.
9. To know that I must continue my training throughout the year or else lose my credit.
10. To obtain a work permit.(A work permit is not necessary if student is 18.) Work permit may be obtained from Darnell Cookman School, Davis Street.
11. To dress appropriately for school and work.
12. To understand that because of present policies the school, school authorities and child care centers will not be able to assume responsibility for any mishaps during the process of this training.
13. To understand transportation to and from the training station is provided by me.

Date _____ Students's Signature _____

Parent's Signature _____

USE OF CONTRACT

The use of a teacher-student contract offers several advantages to both teacher and student. Although the teacher is forced to make plans at least 9 weeks in advance, the pre-planning is worth it. Both teacher and students are aware of what is expected, long before the assignment is due. The student can keep his own record of progress and know exactly where he stands in reaching the goal for the grading period.

In the previous sample, the point allocation is left blank because students are allowed to help determine the point value after they read a description of each assignment. The teacher would then base the A-B-C-grade on a % of the total points possible.

The following is a brief sample of what might accompany a contract in the way of explaining the assignments. Further verbal instructions are usually necessary before completion of an assignment.

ASSIGNMENT EXPLANATION

I. OBSERVATION RECORDING

Using the observation form made available to you, select a child at your training station and write a complete description in all the areas asked for.

II. LOGS

Using the log sheets made available to you, fill out completely with all of the activities you have participated in at your training station. Please take note that (2) two logs are due for the total points.

V. FILE or NOTEBOOK COLLECTION

Through your participation at the training station and our work in class, you should be collecting curriculum idea for your future reference. Suggested categories are Art, Bulletin Board Ideas, Finger Plays, Literature for Young Children, Manipulative Toys and Games, Music for Young Children, Science, Active Games, Quiet Games, etc. Your total points will be based upon the completeness of your categories and the number of items in each category. For total point value you should have at least 7 categories with 5 ideas in each.

VI. STORYTELLING

Select a child's story; practice telling the story, then select 4 classmates to be your "audience." They are to rate you on a rating sheet provided for them. Consult the rating sheet to see what you will be scored on. Your point total will be an average of all four raters.

CONTRACT GRADING

CHILD CARE SERVICES

		Points	Date Due
I.	OBSERVATION RECORDING	_____	_____
II.	LOGS (two)	_____	_____
III.	LAB (Outside nursery)	_____	_____
IV.	CURRICULUM DEVELOPMENT HOME PROJECT	_____	_____
V.	FILE OR NOTEBOOK COLLECTION	_____	_____
VI.	STORYTELLING	_____	_____
VII.	ACTIVE GAME LEADING	_____	_____
VIII.	NEWSPAPER ARTICLES	_____	_____
IX.	TELEVISION PROGRAM REVIEW	_____	_____
X.	LESSON PLAN	_____	_____
XI.	BULLETIN BOARD	_____	_____

GRADING SCALE

A - _____ points

B - _____ points

C - _____ points

D - _____ points

Student Trainee

TASK ANALYSIS

RATING SCALE: 1 - Poor
2 - Fair
3 - Good
4 - Excellent
5 - Superior

1. THE CHILD CARE WORKER - SKILLS OF THE JOB	TRAINING CENTER							
	RATING	DATE	RATING	DATE	RATING	DATE	RATING	DAT
a) Learns what is required of a child care aide.								
b) Observes policies of center concerning work schedules, absences, and health regulations.								
c) Participates in staff planning and evaluating sessions concerned with center policies and programs.								
d) Follows regularly assigned schedule of responsibilities and assumes other responsibilities as needed.								
e) Uses equipment and supplies appropriate to child care activities.								
f) Lists suggested practices to follow in upkeep of center equipment and supplies								
g) Works cooperatively with staff and accepts instruction and guidance from director.								
h) Handles certain clerical responsibilities for professional personnal.								
i) Assists the children in developing a sense of "belonging" in the center.								
j) Helps the children accept the center and participate in its activities.								
k) Helps the children learn acceptable behavior patterns.								
l) Helps the children learn the established routines of the center.								
m) Supervises rest period of children.								
n) Demonstrates skill in communications with representatives of the home concerning the children and the program tasks.								
o) Helps to promote parent interest in the center.								

Student Trainee

TASK ANALYSIS

RATING SCALE: 1 - Poor
2 - Fair
3 - Good
4 - Excellent
5 - Superior

TRAINING CENTER

2. WORKING WITH CHILDREN	RATING	DATE	RATING	DATE	RATING	DATE	RATING	DATE
a) Determines qualities which help provide a healthful atmosphere for child growth in a child day care center.								
b) Indicates uses of observation of children.								
c) Identifies rules for observing children.								
d) Develops an observation form for a particular purpose.								
e) Observes children for special behavior patterns and responses.								
f) Reports or records behavioral changes in each child.								
g) Identifies actions of children that identify behavior.								
h) Determines factors which can influence behavior of children in a day care center.								
i) Assists professional staff in the overall evaluation of the progress of each child.								
j) Identifies basic principles of effective guidance of children.								
k) Determines approaches to discipline.								
l) Suggests ways in which control of the environment can help in guiding children.								
m) Determines the role of punishment in the guidance of children. List guidelines for administering punishment.								
n) Understands the role of isolation in the guidance of children.								
o) Shows an understanding of the role of providing limits in discipline.								
p) Recalls methods of communication used by children.								

Student Trainee

TASK ANALYSIS

ATING SCALE: 1 - Poor
2 - Fair
3 - Good
4 - Excellent
5 - Superior

TRAINING CENTER

2. WORKING WITH CHILDREN (continued)	RATING	DATE	RATING	DATE	RATING	DATE	RATING	DATE
a) Lists guides for communicating with children.								
b) Prepares a set of guides for child care workers.								
3. UNDERSTANDING GROWTH AND DEVELOPMENT								
a) Identifies the importance of heredity and environment as partners in influencing growth and development.								
b) Identifies factors that affect, and principles that pertain to child growth and development.								
c) Determines characteristics that are inherited.								
d) Identifies behavior of the child as an indicator of growth and development.								
e) Traces gross and fine motor development from birth to six years.								
f) Traces development of sense-of-self in a day care center.								
g) Traces emotional behavior								
h) Identifies principles of child learning.								
i) Demonstrate knowledge of principles of child values.								
j) Demonstrates cognitive skills regarding the developmental tasks of young children.								

Student Trainee

TASK ANALYSIS

RATING SCALE: 1 - Poor
2 - Fair
3 - Good
4 - Excellent
5 - Superior

TRAINING CENTER

4. DAY CARE - WHAT IS IT?	RATING	DATE	RATING	DATE	RATING	DATE	RATING	DATE
a) Recognizes the history of the development of child care services.								
b) Determines the changes in the community structure, attitude, and social forces which affect child care.								
c) Indicates the need for programs in child day care centers.								
d) Identifies employment opportunities in the field of child care services.								
e) Determines essential components of day care.								
f) Becomes oriented to the child care center.								
g) Identify local, state or national professional organizations pertaining to the welfare and/or education of young children.								
5. THE CHILD CARE WORKER - KNOW YOURSELF								
a) Plans the use of time so that both personal and job needs are met.								
b) Helps to evaluate own progress in meeting responsibilities in the center.								
c) Uses criteria for evaluating self and observing children.								
d) Identifies dress appropriate for persons working with small children.								
e) Relates factors that effect, and principles that pertain to child growth and development to self.								
f) Demonstrates verbal and non-verbal communication skills that are desirable when working with young children.								

Student Trainee

TASK ANALYSIS

RATING SCALE: 1 - Poor
2 - Fair
3 - Good
4 - Excellent
5 - Superior

	TRAINING CENTER							
. THE CHILD CARE WORKER - KNOW YOURSELF (continued)	RATING	DATE	RATING	DATE	RATING	DATE	RATING	DATE
) Demonstrates skill in managing both personal income and business funds.								
. NEEDS OF ALL CHILDREN								
) Identifies the basic needs of all children.								
b) Demonstrates an understanding of the cultural background of children and the need for acceptance of different cultural backgrounds.								
) Identifies items which will influence a child's intellectual development.								
d) Exhibits ways of helping children develop emotional security.								
) Describes the effective use of sensory motor experiences with pre-school children.								
f) Helps maintain safety of the children during rest and play periods.								
g) Assists children with routines, such as toileting, washing hands, and hanging towels after use.								
) Provides direction for children to develop good habits in caring for clothing, toys and environment.								
i) Helps the children become more independent in removing own garments, such as coats and sweaters.								
) Assumes some responsibility, under supervision, for play and learning experiences of children.								
k) Demonstrates the use of safety precautions in child care activities.								
l) Maintains discipline to prevent children from harming themselves and others								
m) Maintains discipline.								
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Student Trainee

TASK ANALYSIS

RATING SCALE: 1 - Poor
2 - Fair
3 - Good
4 - Excellent
5 - Superior

TRAINING CENTER

6. NEEDS OF ALL CHILDREN (continued)	RATING	DATE	RATING	DATE	RATING	DATE	RATING	DATE
d) Practices safety procedures by being alert to situations involving hazards to the safety of children.								
e) Recognizes symptoms of illness.								
f) Assists in administering first aid at the center for minor accidents, cuts, and bruises.								
g) Assists the children in developing good housekeeping habits.								
h) Provides proper aid for children who become ill or injured.								
i) Observes accepted procedures for reporting signs of illness or discomfort in children.								
7. NUTRITIONAL NEEDS								
a) Identifies items that are of major concern nutritionally for the expectant mother.								
b) Develops an awareness of the dietary needs of the mother during the period of lactation.								
c) Helps the children to develop positive acceptable attitudes toward food and eating.								
d) Helps the children to develop good food habits and table manners.								
e) Helps the children understand the importance of eating nourishing foods.								
f) Identifies factors that may influence the choices of food for the young child.								
g) Identifies changes in eating behavior as the child progresses in age.								
h) Prepares and serves mid-morning and mid-afternoon snacks.								
i) Prepares food for the children and								

Student Trainee

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TASK ANALYSIS

RATING SCALE: 1 - Poor
2 - Fair
3 - Good
4 - Excellent
5 - Superior

	TRAINING CENTER							
NUTRITIONAL NEEDS (continued)	RATING	DATE	RATING	DATE	RATING	DATE	RATING	DATE
provides direction and assistance while they are eating.								
Sets the table for noon meal.								
Helps the children prepare for meal-time.								
Identifies good sanitary practices for child care workers who handle food.								
INFANT CARE								
Identifies desirable characteristics of a good program for infants and toddlers.								
Understands the importance of the pre-natal period as it relates to the in-fant after birth.								
Describes items that are pertinent to a daily record of the infant's routine.								
Records observations of development of infants.								
Feeds infant as directed by parents and supervisor.								
Bathes the infant.								
Changes diapers and other clothing when necessary.								
Assists in supervising infants while they sleep.								
Checks infants when they cry and determines reasons for crying.								
Follows safety precautions when caring for infants.								
CHILD'S PLAY								
Develops an understanding of the values of play.								

Student Trainee

TASK ANALYSIS

RATING SCALE: 1 - Poor
2 - Fair
3 - Good
4 - Excellent
5 - Superior

9. CHILD'S PLAY (continued)	TRAINING CENTER							
	RATING	DATE	RATING	DATE	RATING	DATE	RATING	DAT
b) Determines criteria for selecting play-things for young children.								
c) Identifies activities for active play and passive play.								
d) Observes, organizes and monitors play activities.								
e) Helps prepare and assemble play materials needed by teacher and/or director.								
f) Identifies actions which destroy the value of play.								
10. FACILITIES FOR CHILD CARE								
a) Investigates facilities necessary for an effective child care center.								
b) Identifies criteria for the arrangement of inside play area.								
c) Arranges equipment according to the special needs of the children, the various activities, and the existing facility.								
d) Arranges physical environment, under supervision of director, so it is appropriate for play and learning experiences.								
e) Assists in arranging mats on floor for children's rest period.								
f) Identifies criteria for selection of furnishings, equipment and materials for use in inside play area.								
g) Gives activity areas of an indoor child care lab, requirements for each area, and items of equipment that would be most desirable for each area.								
h) Identifies criteria for selection of furnishings, equipment and materials for use in outside play area.								
Identifies outside play activities and equipment needed for each.								

Student Trainee

TASK ANALYSIS

RATING SCALE: 1 - Poor
2 - Fair
3 - Good
4 - Excellent
5 - Superior

TRAINING CENTER

11 THE LIVING CURRICULUM FOR THE YOUNG CHILD	RATING	DATE	RATING	DATE	RATING	DATE	RATING	DAT
a) Identifies the factors which determine pre-school curriculum.								
b) Identifies skills specific to language development.								
c) May relieve teachers for short periods, when needed by reading stories to children, conducting finger plays, and leading songs.								
d) Supervises play period.								
e) Helps children with their nature and science experiences.								
f) Directs children in painting, drawing and other hand-works.								
g) Demonstrates skills in reading and telling stories to children.								
h) Keeps up to date on developments in early childhood education.								
13. SETTING UP AND OPERATING A CHILD CARE CENTER								
a) Lists reasons why it is important that persons working with small children comply with local and state health regulations.								
b) Schedules tasks and activities according to stated criteria.								
c) Performs clean-up in caring for facilities and equipment.								
d) Keeps records concerning behavior and progress of individual children.								
e) Keeps relevant and accurate records essential to the operation of a child care program.								

Student Trainee

TASK ANALYSIS

RATING SCALE: 1 - Poor
2 - Fair
3 - Good
4 - Excellent
5 - Superior

14. THE JOB - GETTING, HOLDING, CHANGING	TRAINING CENTER							
	RATING	DATE	RATING	DATE	RATING	DATE	RATING	DA
a) Relates contribution of one's home and family to one's employability.								
b) Describes factors that affect availability of employment.								
c) Exhibits attitudes that contribute to success in the world of work.								
d) Identifies the importance of professional ethics in the child care services profession.								
e) Prepares for job interview.								
f) Exhibits both verbal and non-verbal skill during a job interview.								
g) Identifies rules, regulations and policies in child care centers.								

CO-OPERATIVE HOME ECONOMICS

Child Care Services
Student Evaluation

NAME OF STUDENT-LEARNER _____

POSITION _____

TRAINING AGENCY _____

IMMEDIATE SUPERVISOR _____

Since the gainful employment program is a co-operative effort between a training agency and the school, the completition of this rating or appraisal sheet by encircling a number will help us determine a grade for the student. Please use the reverse side of this sheet for any comments that would aid in evaluating this student's work. Thank You

Traits for Holding a Job in Child Care Services	Not Applicable	Deficient	Fair	Average	Exceptionally Good
Gets along well with others	____		1 2 3	4 5 6	7 8 9
Is Dependable-reliable	____	0	1 2 3	4 5 6	7 8 9
Is well groomed for the job	____	0	1 2 3	4 5 6	7 8 9
Is able to follow instructions	____	0	1 2 3	4 5 6	7 8 9
Is co-operative	____	0	1 2 3	4 5 6	7 8 9
Shows initiative	____	0	1 2 3	4 5 6	7 8 9
Shows ability to work independently	____	0	1 2 3	4 5 6	7 8 9
Has tolerations for distractions	____	0	1 2 3	4 5 6	7 8 9
Has ability to adjust to change and pressure	____	0	1 2 3	4 5 6	7 8 9
Has physical stamina required	____	0	1 2 3	4 5 6	7 8 9
Possesses emotional stability	____	0	1 2 3	4 5 6	7 8 9
Is able to accept criticism	____	0	1 2 3	4 5 6	7 8 9
Is cheerful	____	0	1 2 3	4 5 6	7 8 9
Has understanding of children	____	0	1 2 3	4 5 6	7 8 9
Has skill in communication with children	____	0	1 2 3	4 5 6	7 8 9
Possesses personal qualities desirable of workers with children	____	0	1 2 3	4 5 6	7 8 9
Shows an interest in her work	____	0	1 2 3	4 5 6	7 8 9

Suggested Letter Grade _____ Date _____

Signed: _____

EVALUATION CHECKLIST

NAME OF SCHOOL_____

Occupational Title: Child Care Worker

SUPERVISOR - INTERNSHIP RATING REPORT RECORD OF THE CHILD CARE WORKER TRAINEE

Trainee's Na__ _____

Date Assigned to the program_____Completion Date_____

Please rate trainee in the following areas. Use an "X".

I. PRACTICAL SKILLS	ABOVE AVERAGE	AVERAGE	BELOW AVERAGE
a. Selection of supplies for creative experiences			
b. Directing story telling			
c. Selection of music			
d. Directing creative art			
e. Relating science to daily living			
f. Serving food			
g. Time Management			
h. Communication skills			
i. Human relations skills			
j. Resourceful			
k. Assisting with basic routines			
l. Others (please list)			
II. WORK HABITS:			
a. Organization and accuracy of work			
b. Keeping work areas			
c. Ability to follow directions			
d. Ability to make decisions and use good judgment			
e. Quantity of work			
f. Safety habits			
g. Others (please list)			
III. PERSONAL CHARACTERISTICS:			
a. Attendance (absences)			
b. Personal appearance			
c. Honesty			
d. Cooperation and courtesy			
e. Attitude toward job			
f. Iniatiative			
g. Friendliness			
h. Dependability			
i. Others (please list)			

IV. OVERALL EVALUATION: Letter Grade_____

A Excellent
B Good
C Fair
D Poor
F Failed

Supervisor's General Comments_____

_____

_____

_____ _____

Signed_____ Position_____

Name of Establishment_____

Street Address_____ Date_____

City_____ State_____ Zip Code_____

RATING SCALE #1

CHILD CARE SERVICES
DAY CARE CENTER
BABY NURSERY

37

Trainee's Name _____

Date Assigned to the Program _____

Training Sponsor _____

Training Center _____

Place an (x) in the appropriate column:

SCALE:
Superior 5 points
Excellent - 4 points
Good - 3 points
Satisfactory - 2 points
Poor - 1 point

Criterion of success. Positive rating of 3 on a 4 point scale on 90% of all items to be recommended for employment.

I. Personal Characteristics	Sup.	Exc.	Good	Sat.	Poor
A. Attendance					
B. Grooming					
C. Honesty					
D. Initiative					
E. Attitude					
II. Work Habits					
A. Observe policies of center					
B. Works cooperative with staff					
C. Assumes responsibilities assigned and other responsibilities as they arise					
D. Practices safety procedures					
E. Practices sanitary procedures					
F. Manages time and energy wel					
G. Communicates with children at their level					
III. Skills in Working with Children					
A. Holds baby					
B. Feeds baby					
C. Keeps baby clean					
D. Checks infants when they cry					
E. Changes diapers and clothing when necessary					
F. Supervises play period					
G. Supervises infants when they sleep					

RATING SCALE #1

CHILD CARE SERVICES
DAY CARE CENTER
BABY NURSERY

IV. Housekeeping Skills	Sup.	Exc.	Good	Sat.	Poor
A. Changes beds					
B. Cleans floors					
C. Cleans equipment					
D. Prepares food					
E. Cleans dressing area					

V. Others (Please list)

RATING SCALE #2

CHILD CARE SERVICES
DAY CARE CENTERS
HEAD START CENTER

Trainee's Name _____

Date Assigned to the Program _____

Training Sponsor _____

Training Center _____

Place an (x) in the appropriate column:

SCALE:
- Superior - 5 points
- Excellent - 4 points
- Good - 3 points
- Satisfactory - 2 points
- Poor - 1 point

Criterion of success. Positive rating of 3 on a 4 point scale on 90% of all items to be recommended for employment.

I. Personal Characteristics	Sup.	Exc.	Good	Sat.	Poor
A. Attendance					
B. Grooming					
C. Honesty					
D. Initiative					
E. Attitude					
II. Work Habits					
A. Observe policies of center					
B. Works cooperative with staff					
C. Assumes responsibilities assigned and other responsibilities as they arise					
D. Practices safety procedures					
E. Manages time and energy well					
F. Practices sanitary procedures					
G. Communicates with children at their level					
III. Skills in Working with Children					
A. Knows each child's name and something about him					
B. Responds positively to each child					
C. Uses correct language that child understands					
D. Handles accidents that occur					
E. Assists children in basic routine such as:					
1. toileting					
2. snack time					
3. clean-up					
4. mealtime					
5. rest period					

RATING SCALE #2

CHILD CARE SERVICES
DAY CARE CENTERS
HEAD START CENTER

	Sup.	Exc.	Good	Sat.	Poor
F. Assumes responsibility under supervision for: 1. play activities					
2. reads or tells stories					
3. music activities					
4. art activities					
5. learning activities					
6. field trips					
7. individual instruction					
G. Helps children learn acceptable behavior patterns using the center's guidelines					
IV. Miscellaneous Activities					
A. Keeps records as directed					
B. Administer first aid when necessary					
C. Prepares food					
D. Operates audio-visual equipment					
E. Helps keep center orderly and clean					
F. Cleans bathrooms and sinks					
G. Helps prepare, store, arrange, and assemble materials as directed					
V. Others (Please list)					
A. Assists in services provided for exceptional children in day care situations					
B. Assists in other services provided by the center such as eye checks					

RATING SCALE #3

CHILD CARE SERVICES
KINDERGARTEN OR
ELEMENTARY
SCHOOL AIDE TEACHERS

Trainee's Name_____

Date Assigned to the Program_____

Training Sponsor_____

Training Center_____

Place an (x) in the appropriate column:

SCALE: Superior - 5 points
Excellent - 4 points
Good - 3 points
Satisfactory - 2 points
Poor - 1 point

Criterion of success. Positive rating of 3 on a 4 point scale on 90% of all items to be recommended for employment.

I. Personal Characteristics	Sup.	Exc.	Good	Sat.	Poor
A. Attendance					
B. Grooming					
C. Honesty					
D. Initiative					
E. Attitude					
II. Work Habits					
A. Observe policies of center					
B. Works cooperative with staff					
C. Assumes responsibilities assigned and other responsibilities as they arise.					
D. Practices safety procedures					
E. Manages time and energy well					
F. Practices sanitary procedures					
G. Communicates with children at their level					

RATING SCALE #3

CHILD CARE SERVICES
KINDERGARTEN OR
ELEMENTARY
SCHOOL AIDE TEACHERS

	Sup.	EXC.	GOOD	SAT.	POOR
III. Skills in Working with Children					
A. Knows each child's name					
B. Use correct language that child understands					
C. Assumes responsibility under supervision for					
1. Language Arts activities					
2. Number Experiences					
3. Music activities					
4. Play activities					
5. Creative experiences					
6. Science activities					
7. Individual instruction					
D. Supervise basic routines such as:					
1. toileting					
2. food service					
3. rest period					
E. Relieves the teacher as needed in planned group activities					
F. Guides children in acceptable behavior patterns as directed by teacher					
G. Assist children in developing good housekeeping habits					
H. Assist in supervising of children on field trips					
IV. Miscellaneous					
A. Take care of records as directed by teacher					
B. Prepares teaching materials as directed by teacher					
C. Set up and operate audio-visual equipment					
D. Keep classroom attractive and orderly					
E. Administer first aid when necessary					

RATING SCALE #3

CHILD CARE SERVICES
KINDERGARTEN OR
ELEMENTARY
SCHOOL AIDE TEACHERS

V. Others (please list)	Sup.	EXC.	GOOD	SAT.	POOR
A. Assists in services provided for exceptional children in day care situations					
B. Assists in other services provided by the center such as eye checks					

Letter of Appreciation to Training Sponsor

School Letterhead Paper

Date

Dear _____,

On behalf of (Name of School) I would like to express our appreciation for your participation in the Home Economics Child Care Service program during the past school year. The educational opportunity that you provided the student has been a valuable learning process for him. The results of this experience will continue to be of value to the student in the years to come. Your cooperation as a training sponsor has been a service both to the school and to the community.

I am looking forward to continuing our association for another year.

Sincerely,

_____

Name of Teacher-Coordinator

Things to do:

1. Write down the date if the recording is of a specific instance or if you are giving a summary of what you have observed about the child.

2. Give your name or initials to show who did the recording.

3. Describe the child's behavior with words that tell how he acts rather than judgement on your part.

   Example: 9-3-64 DCS Paul's feet slip off the rungs of the ladder box often when he climbs. Paul does not talk much and when he does, it is hard to understand what he says. He usually motions to the teacher when he wants something.

   NOTE: Paul is slow and sull. (Judgement on teacher's part)

4. At the end of your descriptive record, a paragraph marked "teacher's opinion" is all right. To give your feeling about a child is helpful. Many times it is a valid basis for making judgement and helps in securing additional or special help for the child.

Outlines for Recording:

Here are some word and phrases that will help you describe or give a picture of the child you are telling about. Don't be limited by this list. Feel free to add any word or phrases which more accurately describe the child.

1. General Appearance:

   Size: Large, average, small, big, little, short, etc.
   Weight: Fat, overweight, skinny, underweight, slight, frail.
   Color and Texture of Skin: Pale, good, ruddy, high, irritated, broken out, pasty, sore, urinescald, damp, clammy.
   State of Health: Healthy, sickly, undernourished, fragile, weak.
   Expression: Sad, tired, anxious, frightened, bored, tense, content, happy
   Clothes: Dirty, inadequate, adequate, clean, too large, too small, appropriate, well chosen, new, used.
   Temperment: Personality, (consider these characteristics in relation to self, teachers, other children) Active, dull, creative, passive, aggressive, friendly, imaginative, stolid, leader, follower, line wolf, positive, hostile, fun-loving, serene, self-contained, responsive, silly, stubborn, headstrong.
   Play Habits: Plays well alone - with others, shares, organizes play himself, waits for teacher instructions, creative, purposeful, plays long time, plays short time, participates in group activities, likes active play or quiet play better.

Indicative Behavior: Wets bed often, sucks thumb, cries easily, is easily hurt, temper tantrums, withdraws, poor sleeping habits, lies frequently, shows off, craves affection, defies control, never challenges authority, sulks, resists affection, hurts others, has frequent accidents, anxious about own behavior, seeks approval, exhibits bizarre behavior at times.

Responses to Teacher: (and others with whom you have observed child) Dependent, easily controlled, follows suggestions, controlled with difficulty, affectionate, hostile.

Relationship to family: From your observation what can you tell of the child's relationship with his family? Favorite child, devoted to mother, resents parent or siblings, comfortable at home, unhappy at home, relationship to parents.

2. General Questions:

How does the child feel about others. (likes, fawn on, latches on fears, resents, dislikes, is quided by)

Do you suspect emotional disturbance which needs special treatment? Do you suspect mental retardation or exceptional brightness?

Does he express himself well? Express ideas and feelings? Tell stories? Use sentences?

What are his strengths? His weaknesses?

What would you like the family to know about him?

What would you like the family to do to help him?

What goals do you have for this child in your department?

Is this child different than he was when you first observed him?

Suggested Items to Look for In Observing An Individual Child

1. Physical appearance
What does the child look like? How is he dressed? Does he seem to be in good physical health, or not?

2. Body movement and use of body
Are his body movements characteristically quick or slow?
Does he seem "at home" with his body, or stiff, clumsy, unsure?
Are his large muscle and small muscle coordination about equally developed, or is one more developed than the other?
How much of what he is feeling is expressed through his body?

3. Facial expressions
How much of what he is feeling is expressed in his facial expression?
Do his reactions minute by minute "show" in his face?
Do they "show" only when he feels intensely about something?
Does he characteristically maintain a "deadpan" expression?

4. Speech
How much of what he is feeling is expressed through his tone of voice?
Is his voice generally controlled, or does it express changing moods?
If he gets upset, does he talk more or less than usual?
Is this a child to whom speech is an important means of communication; or does he speak rarely, communicating in other ways?
Does he like to "play" with speech, making up chants, puns, stories?
Is his speech fluent, average, choppy, inarticulate?

5. Emotional reactions
How and when does he exhibit happiness, anger, sadness, doubt, enthusiasm?
Does he seem to have too little control over his feelings; too much; a good balance?

6. Relationships with other children?
Does he seek out only specific children?
Does he avoid the other children or specific children?
How and when?
Does he wait until someone seeks him out? How does he respond to another child's invitation to play?
Does he spend a lot of time watching other children; specific children; certain activities?
Is he generally a "leader"; "follower"; sometimes one and sometimes the other?
Is he comfortable with other children, able to give and take and share ideas and equipment; or does he seem fearful; "bossy"; unable to share equipment; unhappy unless he "gets his own way"; unduly inhibited about expressing his own ideas to other children? Are his ways of relating to other children age-appropriate; precocious; immature?

7. Relationships with adults

Does he seem, basically, to trust adults or mistrust them? How does he show this?
Does he go easily to any adult, or only to specific people?
Does he seem to need to be physically close to the teacher at all times; does he just need to have her in sight; is he indifferent?
Does he seem comfortable and friendly with adults; clinging; demanding; anxious; placating; defiant; different at different times; and/or with different people?
Does he seek adults out for comfort, or avoid being comforted by them? Does he ask their help? When and how? How does he react to being limited? How does he ask to be limited? Does he spend a lot of time watching adults?
Are his ways of relating to adults age-appropriate; precocious; immature?

8. Play activities

What activities does he get involved in? How are they begun; what course do they run; what does he go to next?
Does he play for a long time at something or play briefly at one thing after another? Does he play briefly in some activities and with prolonged absorption in others? Are there activities he avoids?
What does he seem to be getting out of an activity: the sociability of being with other children; sensory pleasure; a sense of mastery or problem-solving; a sense of creative expression of ideas and feelings? What aspects of an activity seem especially frustrating or especially pleasurable to him?
Does the tempo of his play remain even; does it speed up; slow down? When?
Does he prefer to be alone when he play: never, always, sometimes? Under what circumstances?
Does he express fantasy in his play verbally; gesturally; through dramatic play (baby, Mother, Father, Dog)?
Does he seem to feel more comfortable playing indoors or outdoors?
Does he like to confine his play to a narrow area in space, or does he prefer to expand over a large area?
Are there times when he abruptly stops playing? When and why? What does he do then?
Does he try new things? Show curiosity about his environment, equipment, people? Does he have special skills (music, carpentry, painting, ideas for dramatic play)?
What indications do you see in his play that would suggest appropriate or inappropriate masculine/feminine identification?

9. Basic needs

Do you notice anything in particular about his habits and feelings around food? elimination? sexuality? sleep (rest)?

Student _____ Period _____ Date _____ CHILD CARE LABORATORY

OBSERVATION SHEET FOR BEHAVIOR OF CHILDREN

Objective: Students will observe and record children's behavior.

Directions: Keep a record of the things children do and say, giving examples. Use the following questions to guide you.

Remember that you want to see children act naturally, and therefore you need to be inconspicuous and remain in the background. Sit on low chairs. Do not sit in groups talking to one another. Do not laugh at the children. If they talk to you, answer briefly, but do not encourage them to stay with you by entertaining them. Instead, redirect them to some suitable play materials.

1. What were the children doing while you were observing them?
2. Did they play or work alone?
3. If they played in groups, how many children were there?
4. With what did they play or work?
5. How well did they handle their play or work materials?
6. Were there any signs of argument or quarreling?
7. How was it settled? a) by the children, b) by the teacher, c) together
8. Did you see any evidence of sharing or cooperation?
9. Did you see any evidence of consideration for others?
10. How much did an adult direct their work or play?
11. Did the children assume any responsibility for the care of their toys?
12. Describe any behavior which seemed to you to show:
    a) jealousy
    b) bossiness
    c) shyness
    d) leadership
    e) selfishness
    f) interest in spiritual development
    g) interest in nature and things around them
    h) habits acceptable to their group
13. Give a general description of the clothing worn by the: boys - girls.
14. What signs of good health did you recognize?
15. Did you see any signs of illness or poor health?
16. How long did the children continue to work or play at one thing?

Observer _____

REPORT OF OBSERVATION

Name of child observed _____ Age _____

Date _____ Time of day _____

Situation _____

Problem

SUGGESTED OBSERVATIONS

Behavior observed (what the child said or did)	Your comments
1. Physical Growth Observe a child for half an hour a. describe his appearance b. describe what you obse. ed about his physical development? How active was he? What did he do which showed you something about his motor coordination and small muscle coordination?	
2. Food Observe a child at meal time. Begin observation about 10 minutes before meal time. Describe: a. his preparation for meal b. his attitude toward meal c. his meal d. portion sizes e. table manners f. conversation g. amounts he eats of which foods, does he ask for seconds? eats all? h. his dessert, reaction to. i. conclusion of meal	
3. Guidance and Discipline Observe a child or children - Record incidents in which children demonstrate the following: a. respect for the rights and property of others b. ability to maintain one's rights c. sharing with one or more children d. ability to cooperate e. trust f. ability to initiate an activity	

4. Art
Observe 2 children at different age levels
Describe and compare:
a. how he became involved
b. materials he is using
c. actions
d. comments and conversation
e. finished product
f. story about it
g. clean up

5. Speech
Record every word one child says during a 15 min. period.
Respond to the child's:
a. use of verbs
b. use of descriptive adjectives
c. use of spontaneous expressions
d. use of power words
e. use of non-verbal forms of communication
f. clarity of pronounciation

6. Evaluation
Compare the language of two or three children of the same age you know are from different home environments. Do they show any differences in vocabulary, clarity of speech or corrections of grammar? Draw conclusions.

7. Out of class experiences
Listen to a preschool child for 20 minutes. How many and what kind of questions does he ask? How are they answered? Do the answers bring more questions? Record.

8. Observe a situation in which a child reveals his concepts of the following:

a. self	h. colors
b. others	i. numbers
c. things	j. comic
d. cause and effect	k. property rights
e. time	l. money
f. space	m. life
g. beauty	n. death

Indicate whether the concept was correct or incorrect. What factors do you feel influenced each concept?

9. Sit close to a work center (identify). Record children's words and actions which reveal learning taking place.

10. Can a child have words without concepts? Illustrate your conclusion with an observation.

11. Can a child have concepts without words? Illustrate your conclusion with an observation.

12. Record 3 incidents at the kindergarten in which behavior of the children was affected by manipulating the environment, by setting the stage, or by changing the setting.

13. Record an incident showing how a teacher
    a. forestalled undesirable social act
    b. gave enough help so child settled problem
    c. allowed children to settle problems without help.

14. Play
    See separate observation form.

CHECK LIST FOR OBSERVING A CHILD

Your name _____ Name of Child _____

Date _____ Hours observed _____ Age of Child _____

Directions: Check (x) in the appropriate column each behavior observed. Do not check a behavior you did not observe.

	Usually	Sometimes	Never
Accepts other children			
Joins group activities			
Smiles or laughs frequently			
Is enthusiastic			
Trys new activities			
Speaks naturally			
Rides tricycle with ease			
Buttons own clothes			
Plans own activities			
Takes turns willingly			
Shares his toys			
Willing to compromise			
Recognizes rights of others			
Talks to adults			
Accept suggestions			

OBSERVATION SHEET

My Name _____
Date _____

Name of child observed _____ Child's age _____ Sex ___

Play equipment used by the child:

What play equipment did he use? _____

Did he select it by himself? _____

How did he use it? _____ _____

for large muscle activity? _____

for dramatic and intimate play? _____

for manipulative play? _____

for creative play? _____

for socialized play? _____

How long did he play with the equipment? _____

Association with others:

What is the child's reaction to other children? _____

_____

Did he play with them? _____ cite an incident _____

Did he share with them? _____ cite an incident _____

Was he agressive towards other children? _____ cite an incident _____

Was he shy or timid? _____ cite an incident _____

Additional remarks on behavior, language, and general attitude of the child?

_____

_____

_____

_____

_____

Student _____ Period _____ Date _____

OBSERVATION SHEET

Directions: Observe children of different ages, record how they differ in each area of development, and give reasons why they differ.

Area of Development	BEHAVIOR AND REASONS WHY Three Year old	Four Year Old	Five Year Old
PHYSICAL			
MENTAL			
SOCIAL			
EMOTIONAL			

OBSERVATION GUIDE

TODDLER'S EMOTIONAL RESPONSES

STUDENT'S NAME _____ TODDLER'S NAME _____

DATE _____ TODDLER'S AGE _____

PLACE OF OBSERVATION _____

EMOTION	EXAMPLE: Anger			
How expressed?				
What did child do?				
Why do you think he felt this way?				
What did those around him do?				
How would you have handled the situation?				

Notes:

OBSERVATION GUIDE

TODDLER'S PHYSICAL DEVELOPMENT

STUDENT'S NAME _____ TODDLER'S NAME _____

DATE _____ TODDLER'S AGE _____

PLACE OF OBSERVATION _____

WHAT HE DID	HOW WELL HE DID IT

OBSERVATION GUIDE

TODDLER'S SOCIAL DEVELOPMENT

STUDENT'S NAME _____ TODDLER'S NAME _____

DATE _____ TODDLER'S AGE _____

PLACE OF OBSERVATION _____

SOCIAL INTERACTION	RESPONSE FROM OTHER PERSON
With other children:	
With adults:	

Notes:

DISCIPLINE WORKSHEET

NAME _____ DATE _____

For each of the actions described below suggest one or more forms of discipline and tell why you consider it to be appropriate.

ACTION	DISCIPLINE RECOMMENDED	WAY APPROPRIATE
Writes on Wall		
Repeatedly uses "Bad" words		
Deliberately break toys		
Tears pages from books		

OBSERVATION GUIDE FOR FILMS

NAME _____ DATE _____

TITLE OF FILM _____ TOPIC OF FILM _____

What are the main points of the film?

What did you learn from the film?

How does this film relate to your classwork?

Write a summary of the film.

Filing System

Based on the 1974 State Curriculum Guide for Child Care Services with the following chapters included, this suggested filing system includes topics under each chapter heading.

1. The Child Care Worker - Skills of the Job
2. Working with Children
3. Understanding Growth and Development
4. Day Care - What Is It?
5. The Child Care Worker - Know Yourself
6. Needs of All Children
7. Meeting the Nutritional Needs of All Children
8. Infant Care
9. Children's Play
10. Facilities for Child Care Services
11. The Living Curriculum
12. Ideas Tried and True
13. Setting Up and Operating a Child Care Center
14. The Job - Getting, Holding and Changing

Chapter 1 - The Child Care Worker - Skills of the Job

- Job Description
- Use of Equipment and Supplies
- Activities
- Parent Involvement

Chapter 2 - Working with Children

- Observation of Children
- Behavior patterns and responses
- Guidance of Children
- Discipline
- Punishment

Chapter 3 - Understanding Growth and Development

- Heredity - Environment
- Principles - Growth and Development
- Inherited Characteristics

Chapter 4 - Day Care - What Is It?

History - Day Care
Employment Opportunities
Professional Organizations

Chapter 5 - The Child Care Worker - Know Yourself

Self-evaluation
Communication skills
Management of Incomes

Chapter 6 - Needs of All Children

Basic needs
Intellectual
Emotional
Social
Physical (Rest, Clothing, etc.)
Safety
Childhood diseases

Chapter 7 - Meeting the Nutritional Needs of All Children

Dietary needs - pregnancy, lactation
Nutritional needs of children
Eating Behavior
Sanitation

Chapter 8 - Infant Care

Prenatal period
Needs of infants - bathing, sleep, feeding, clothing
Records and observations
Infant Education

Chapter 9 - Children's Play

Play activities
Play materials

Chapter 10 - Facilities for Child Care Services

Arrangement
Furniture
Equipment (indoor and outdoor)
Materials

Chapter 11 - The Living Curriculum

Art
Finger Plays
Literature for Young Children
Music for Young Children
Manipulative Games and Toys
Movement Education
Science for Early Childhood
Science and Cooking
Social Studies

Chapter 12 - Ideas Tried and True

Chapter 13 - Setting Up and Operating a Child Care Center

Local - state regulations
Record of operations

Chapter 14 - The Job - Getting, Molding and Changing

Applications
Job interiview

Chapter 15 - Exceptional Children

Audio - Visual
Child Abuse
Birth Defects

BOOKS FOR EARLY CHILDHOOD

There are many good books available for young children. The following are some that would appear on nearly every preschool list. A few are older "classics" but the listing includes ones that every preschool teacher should know.

Brown, Margaret Wise. The Noisy Books; The Important Book; Run Away Bunny; The Dead Bird. Harper & Co.

Buckley, Helen E. Grandfather and I; Grandmother and I. Lothrop, Lee & Shepard.

Ets, Marie Hall. Play with Me; In the Forest; Gilberto and the Wind. Viking Press.

Flack, Majorie Angus (series) The New Pet; Tim Tadpole; The Story About Ping; Wait for William. Doubleday.

Freeman, Don. Mop Top - Corduroy. Viking Press.

Keats, Ezra Jack. Peter's Chair; Whistle for Willie; Snowy Day. Harper & Row.

Lenski, Lois, The Small Family; Policeman Small; The Little Fireman, etc. Seasons series. Henry Walck, Inc.

McCloskey, Robert. Blueberries for Sal; Make Way for Ducklings. Viking.

Petershom, Maud and Misko. The Box With Red Wheels; Circus Baby. MacMillan Co.

Rey, H.A. Curious George (series). Scholastic Books.

Slobodkina, Esphyr. Caps for Sale. Wm. Scott, Inc. 1947.

Zion, Gene and Margaret Bloy Graham. Harry the Dirty Dog; No Roses for Harry; Dear Garbage Man. Harper & Bros.

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Bloom, Benjamin S. (Professor of Education, University of Chicago). Stability and Change in Human Characteristics. New York: John Wiley & Sons, Inc., 1964.

Bradley, Helen and Lahaghan, Jayne. The Child's Small World. Elgin, Illinois: David C. Cook Publishing Co., 1967. (Order from: David C. Cook Publishing Co., 850 N. Grove Ave., Elgin, IL 60120, $2.25)

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CURRICULUM GUIDES

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FILMS AND FILMSTRIPS

Some of the films available will be for sale, some for rent and others free of charge.

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Angry Boy. 33 min.; International Film Bureau; 332 S. Michigan Avenue; Chicago, Illinois 60604, 1951.

Answering the Child's Why. 14 min.; Encyclopedia Britannica Education Corp. 425 N. Michigan Avenue, Chicago, Illinois 50611, 1951.

Baby Feeding Herself. 10 min.; Classroom Film Distributors, Inc.; 5610 Hollywood Blvd.; Los Angeles, California 90028, 1959.

The Battered Child. 60 minutes - B & W (available, Div. of Family Services, Jacksonville)

Billy Budd Films, Bronx, N.Y.
To Be a Parent.
To Be a Person.
To Be a Woman. 13-½ min., color.
To be a Man. 13-½ min., color.
To Be in Love. 13-½ min., color.
To Be Married.

Broken Appointment. 30 minutes - B & W (available, Division of Family Services, Jacksonville).

Caring for Children: An Important Job. Filmstrip Color, 56 frames, record and script. McGraw-Hill Text Films; 330 West 42nd Street. N.Y., N.Y. 10036.

Case of the Newborn Baby. 31 min.; U.S. National Audio-Visual Center; National Archives and Records Service; Washington, D.C. 20408, 1944.

Child Training - A Series. 5 strips; International Film Bureau; 3325 South Michigan Avenue; Chicago, Illinois 60604.

A Child Waits. 1? minutes - B & W (available, Division of Family Services, Jacksonville).

Childhood Resources 4105 North Fairfax Dr. Arlington, VA, 22203
Tape of the Month in Early Childhood Vol 1 12 cassettes $79.95
Early Childhood Education International 8 cassettes 78.95
Early Childhood Education Living History 8 cassettes 75.00
Early Childhood Education The Year In Review 1971-9.95
Tape of the Month in Early Childhood Vol 2 12 cassettes 79.95
Slide Narratives BLOCK BUILDING 40 SL. 59.80
EDUCATIONAL FIELD TRIPS for YOUNG CHILDREN 40 sl. 59.80
EARLY CHILDHOOD 80 sl. 159.00
INEXPENSIVE ADDITIONS TO OUTDOOR PLAY FOR YOUNG CHILDREN 40 sl.
LEARNING DISSABILITIES 80 sl. 96.00
WATER PLAY 40 sl. 59.80
WHY SCHOOL BEFORE SIX 40 sl. 59.80

Children's Emotions. 22 min.; McGraw-Hill Textfilms; 330 W. 42nd Street; New York, New York 10036, 1950.

Children's Fantasies. 21 min. McGraw-Hill Textfilms; 330 W. 42nd Street; New York, New York 10036, 1956.

Children Without. 30 minutes - B & W (avialable, Division of Family Services, Jacksonville).

The Child's Point Of View. 30 minutes - Color. (available, Division of Family Services, Jacksonville).

The Child's Relationship With The Family. 30 minutes - color (available, Division of Family Services, Jacksonville).

Concept Media. 1500 Adams Ave., Costa Mesa, California 92626. You can preview HUMAN DEVELOPMENT: THE FIRST 2½ YEARS at your convenience, 7 filmstrips/record $350.00, filmstrips/cassette $371.00.

Curriculum for the Infant and Toddler. Script 118 slides. Infant Care Project. Institute for Child and Family Dis. University of North Carolina, Greensboro, N.C. 27412.

Debbie. 27 minutes - B & W (available at Division of Family Services, Jacksonville).

The Deep Well. 36 minutes - B & W (available, Division of Family Services, Jacksonville).

The Development Of Feelings In Children. 30 minutes - color, (available, Division of Family Services, Jacksonville).

How Feelings Grow
How To Deal With Fear
Love and Joy
Expressing Feelings
Anger and Sadness

Eight day care models. Call Jan Wood-University of North Florida.

Farewell to Childhood. 23 minutes - B & W (available, Division of Family Services, Jacksonville).

Fears Of Children. 30 minutes - B & W (available, Division of Family Services, Jacksonville).

Focus on Children. (Free Loan) National Assoc. for Nursery Education, Room 302 155 E. Ohio St. Chicago, IL.

Frightened Child. 19 minutes - B & W (available, Division of Family Services, Jacksonville).

From Cradle to Classroom. McGraw-Hill, Film Rentals.

Heredity and Environment. 30 min.; Indiana University; Audio-Visual Center; Bloomington, Indiana 47401, 1960.

Heredity and Family Development. 9 min.; McGraw-Hill Textfilms; 330 W. 42nd Street; New York, N.Y. 10036, 1955.

Heredity and Prenatal Development. 21 min.; McGraw-Hill Textfilms; 330 West 42nd Street; New York, N.Y. 10036, 1950.

How An Average Child Behaves Ages 1 Through 5. 30 minutes - color (available, Division of Family Services, Jacksonville).

How Babies Learn. 35 min.; New York University; 26 Washington Place; New York, N.Y. 10003, 1965.

Human Development: The First 2½ Years. (7 filmstrips), Concept Media, 1500 Adams Ave., Costa Mesa, CA 92626.

Hymes, Why School Before Six? Slides and cassettes. 52.00 Early Childhood . . . . a Training Program 4 Components; 80 slides total; cassette $145.00 Childhood Resources, Inc., 4105 N. Fairfax Dr., Arlington, VA 2203.

If These Were Your Children. Metropolitan Life Insurance Company, Madison Avenue, New York, N.Y.

Individual Differences. 29 min.; Indiana University; Audio Visual Center; Bloomington, Indiana 47401, 1959.

Jenny is A Good Thing. Modern Talking Picture Service, Inc., 2323 New Hyde Park Road, New Hyde Park, New York 10040.

John. 40 minutes - B & W (available, Division of Family Services, Jacksonville).

Life Before Birth. 26 min.; Carousel Films, Inc.; 1501 Broadway; New York, New York 10036, 1960.

Long Before Six. 30 minutes - color (available, Division of Family Services, Jacksonville).

Looking at Children. Metropolitan Life Insurance Company, Madison Avenue, New York, N.Y.

The Lostling. 30 minutes - B & W (available, Division of Family Services, Jacksonville).

Mini - Films (Cooking, Water Play, Block Play, Gardening, Woodworking) Curriculum Library, State Dept. of Education, Rm. 330 Knott Bldg., Tallahassee, Florida.

Miracle of Life. 10 min.; Almanac Films Inc.; 29 East 10th Street; New York, New York 10003, 1957.

Film (the following films 1-9 are all available from Modern talking Pictures)
Aides Make the Difference. B/W 15 min Shows head start and teacher aides learning on the job. Modern talking Picture Service, Inc. 714 Spring St. N.W. Atlanta, Ga. 30308
Teacher's Aides: A New Opportunity. B/W 21 min. MTP#9061
Abbey's First Two Years. B/W 30 min. MTP#9246
Four and Five Year Olds in School. B/W 35 min. MTP#9017
When Should Grown-Ups Help? B/W 14 min. MTP#9018
Early Expressionist. Color 15 min. MTP#9133.
Organizing Free Play. B/W 22 min. MTP#9053
Headstart to Confidence. B/W 20 min. MTP#9054
Discipline and Self-Control. B/W 25 min. MTP#9055

Film-Free Loan 15 m. color, My Children Are Safe. Walter L. Klein Company, Ltd. 6301 Carmel Rd. Charlotte, N.C. 28211

No Less Precious. Associated Film Inc.

Nursery School. Filmstrip and record 16.00. Atlantic Production, Inc. 894 Sheffield Place Thousand Oaks, Calif.

"One Minute Past Three", American Red Cross, Nursing Division, 2525 Riverside Ave. Jacksonville, Florida 388-2617.

Organizing Free Play. Modern Talking Picture Service; 2323 New Hyde Park Rd.; New York, New York 11040, 1969.

Parent to Child About Sex. Metropolitan Life Ins. Co., Health and Welfare Division, New York, N.Y.

Preparing The Child For Learning. 30 minutes - color (available, Division of Family Services, Jacksonville).
How An Infant's Mind Grows
How Language Grows
Where Can A Young Child Learn?
How The Young Child's Mind Grows
Learning Every Day

School for Fours. 27 min.; Ohio State University; 190 W. 17th Avenue; Columbus, Ohio 44223, 1967.

Shyness. 23 min.; McGraw-Hill Textfilms; 330 W. 42nd Street; New York, N.Y. 10036, 1953.

Target: Babies and Children. American Red Cross, Nursing Div., 2525 Riverside Avenue, Jakcosnville, Florida 388-2617.

Terrible Twos and Trustin; Threes. 21 min.; McGraw-Hill Textfilms; 330 W. 42nd Street; New York, N.Y. 10036, 1951.

They Learn From Each Other. 29 min.; Merrill Palmer Institute; 71 E. Ferry Avenue; Detroit, Michigan 48202, 1959.

A Time of Growing. Metropolitan Life Insurance Company, Madison Avenue, New York, N.Y.

Understanding Children's Play. 12 min.; New York University; Film Library; 26 Washington Place; New York, N.Y. 10003, 1948.

Very Good Bobby. 35 min.; Florida State University; Tallahasse, Florida 32306.

War Of The Eggs. 30 minutes - color (available, Division of Family Services, Jacksonville).

When Should Grown-ups Help. 14 min.; New York University and Film Library; 26 Washington Place; New York, N.Y. 10003, 1950.

Filmstrips: Who Am I? 5 filmstrips and cassettes. How Do I Learn? 5 f.s. 49.50. Getting Along 5 f.s. 49.50. Scholastic/Kindle Filmstrips 904 Sylvan Ave. Englewood Cliffs, N.J. 07632.

Who Cares About Jamie? 20 minutes - B & W (available, Division of Family Services, Jacksonville).

World of Three. 28 min.; National Film Board of Canada; 680 Fifth Avenue; Suite 819; New York, New York 10019, 1967.

Working With Children in Day Care: 10 filmstrips, records and notebooks: Day Care and Child Development Council of America Inc., 1401 K Street, N. W. Washington, D.C. 20005 The Child, Safety in the Day Care Center.

Duval County School Board, Educational Media Center, Warren St., Jacksonville, Fla.

CHILD CARE

Child Care and Development	McGH	17	SCA	b/w
Kindergarten	McGH	21	CA	b/w
Frustrating Fours and Fascinating Fives	McGH	22	CA	color
Bulletin Boards: An Effective Teaching Device	Guidance	11	EJS	color
Child of the Future, I & II	McGH		CA	b/w
He Acts His Age	McGH	15	CA	b/w
Helping the Child to Accept the Do's	Coronet	11	SA	b/w
Helping the Child to Face the Don'ts	Coronet	11	SA	b/w

Division of Family Services Staff Department, 725-3080.

The Battered Child 60m.
Broken Appointment 30m.
A Child Waits 13m.
Children Without 30m.
Debbie 27m.
The Deep Well 36m.
Farewell to Childhood 23m.
Tales of Children 30m.
Frightened Child 19m.
John 40m.
Long Before Six 30m.
The Lostling 30m.
War of the Eggs 30m.
Who Cares About Jamie 20m.
The Child's Point of View 30m.
The Child's Relationship With the Family 30m.
The Development of Feelings in Children 30m.
How an Average Child Behaves 30m.
Preparing the Child For Learning 30m.

Florida State Board of Health, A.V. Library. P.O. Box 210, Jacksonville, Fla. 32201

Allen Is My Borther 11m. #102
Babies Like To Eat 9m. #105
Baby Fears 10m. #106
Baths and Babies 18m. #424
Betty Sees A Bird 20m. #428
Careless Ones 28m. #453
Care of Young Retarded Children 18m. #451
Child Care and Development 15m. #458
Children At Play With Poisons 10m. #119
Children's Emotions 22m. #461
Don't Be Afraid 12m. #135
Expecting: Diet in Pregnancy 11m. #142
Feeling of Hostility 30m. #534
First Aid Part I 28m. #538
Part II #539
Food As Children See It 16m. #542
Few Food Groups 11m. #150
From Sociable Six to Noisy Nine 15m. #551
Frustrating Fours and Fascinating Five 22m. #553
Infant and Child Care 13m. #605
Neglected 35m. #663
Palmour Street 20m. #691
Something You Didn't Eat 10m. #247
Terrible Two's and Trusting Threes 20m. #774
Tuesday's Child 14m. #797
Why Won't Tommy Eat 20m. #817
Looking at Children 24m. #866

FILM SUPPLIERS

These instutions, organizations and distributors have films, filmstrips and other audio-visual material related to the care of young children. Some of the material

available will be for sale, some for rent, and others free of charge.

Arthur Barr Productions, Inc.
P.O. Box 7-C
Pasadena, California 91104

Association Films, Inc.
2227 Faulkner Road, Northwest
Atlanta, Georgia 30324

Association Films Inc.
600 Madison Ave.
New York, N.Y. 10022

Audio-Visual Department
General Mills Inc.
9200 Wayzata Blvd.
Minneapolis, Minn. 55440

Audio-Visual Section
National Cotton Council of America
P.O. Box 12285
Memphis, Tenn. 38112

Bailey Films, Inc.
6509 De Longpre Avenue
Hollywood, California 90028

Billy Budd Films
Swift Motion Pictures Labs
1079 Nelson Avenue
Bronx, N.Y. 10452

Bonnie Bell
The Teachers' Great Looks Book
Editorial Service, Inc.
P.O. Box 6177
Cleveland, Ohio 44101

Brandon Films, Inc.
200 West 57th Street
New York, N.Y.

Campus Film Distributors
20 East 46th Street
New York, N.Y.

Carousel Films, Inc.
1501 Broadway
New York, New York 10036

Walt Disney Educational Materials Catalog
Walt Disney Educational Materials Co.
800 Sonora Avenue
Glendale, CA. 91201

Churchhill Films
662 North Robertson Boulevard
Los Angeles, California 90069

Classroom Film Distributors, Inc.
5610 Hollywood Boulevard
Los Angeles, California 90028

Communicable Disease Center
ATT: Public Health Department
Audio Visual Facility
Atlanta, Ga. 30333

Contemporary Films, Inc.
267 West 25th Street
New York, New York 10001

Coronet Films
65 East South Water Street
Chicago, Illinois 60601

Division of Health
Audio-Visual Library
P.O. Box 210
Jacksonville, Fla. 32201

E.I. DuPont DeNemours & Co.
Advertising Department
Motion Picture Section
Wilmington, Delaware 19898

Encyclopedia Britannica
Education Corp. (EBEC)
425 North Michigan Avenue
Chicago, Ill. 60611

Eye Gate House, Inc.
Jamaica, N.Y. 11434

Film Library
New York State College Of Agriculture
Roberts Hall
Cornell University
Ithaca, N.Y. 14850

Guidance Associates
41 Washington Avenue
Pleasantville, New York 10570

Haydon-Burns Public Library
122 North Ocean Street
Jacksonville, Fla. 32202

Houghton-Mifflin Company
110 Tremont Street
Boston, Mass. 02107

IDEA (Institute for Development of
Educational Activities, Inc.)
P.O. Box 446
Melbourne, Fla. 32901

Indiana University
Audio-Visual Center
Bloomington, Indiana 47401

International Film Bureau
332 South Michigan Avenue
Chicago, Illinois 60604

John Tracy Clinic
806 West Adams Bld.
Los Angeles, California 09997
(Films, Books, Records etc. on Hearing)

3-M Company
Visual Products Division
Chamblee, Georgia

March of Dimes
Educational Films, Inc.
Monsey, N.Y.

McGraw-Hill Textfilms
330 West 42nd Street
New York, New York 10036

Mental Health Film Board
166 East 38th Street
New York, New York 10016

Milady Publishing Company
Bronx, N.Y.

Modern Talking Films
714 Spring Street, N.W.
Atlanta, Ga. 30308

Modern Talking Pictures
2323 New Hyde Park Road
New Hyde Park, New York 11040

NCSW, Social Welfare Films
22 West Gay Street
Columbus, Ohio 43215 (or)

CCSW, Social Welfare Films
55 Parkdale Avenue
Ottawa 3
Ontario, Canada

National Film Board of Canada
680 Fifth Avenue
New York, N.Y.

National Institute of Mental Health
U.S. Department of Health, Education,
and Welfare
Washington, D.C.

New York University Film Library
26 Washington Place
New York, New York 10000

National Film Board of Canada
680 Fifth Avenue, Suite 819
New York, New York 10019

Parent's Magazines Films, Inc.
52 Vanderbilt Avenue
New York, New York 10017

Pennsylvania Department of
Welfare
Audio Visual Services
Harrisburg, Pennsylvania 17120

Perennial Education, Inc.
1825 Willow Road
Northfield, Ill. 60093

Pharmaceutical Manufactures Assoc.
1155 15th St. N.W.
Washington, D.C. 20005

Popular Science Publishing Co., Inc.
Audio-Visual Division
FOM Filmstrip Clubs
355 Lexington Avenue
New York, New York 10017

Pyramid Films
Box 1048
Santa Monica, Calif. 90406

Rip Rocket Series
K-State Films
Kansas State University
Manhattan, Kansas

Scholastic Kindle Filmstrips
904 Sylvan Avenue
Englewood Cliffs, N.Y. 07632

Southern Bell Film Library
P.O. Box 390
Jacksonville, Fla.

State Department of Education
Film Library
1319 Church Street
Nashville, Tenn. 37203

Sterling Movies
43 West 61 Street
New York, N Y. 10023

Syracuse University Film Library
Syracuse, New York

Three Prong Television Production, Inc.
Suite 1002
1525 East 53rd Street
Chicago, Illinois 60615

Time-Life Films, Inc.
43 West 16th Street
New York, New York 10011

U. S. Department of Health, Education,
and Welfare, Children's Bureau
Washington, D.C. 20402

U.S. National Audio-visual Center
National Archives and Records Service
Washington, D.C. 20408

Vasser College
Dept. of Psychology Film Program
Poughkeepsie, N.Y. 12601

Walt Disney Productions
Educational Film Division
350 South Buena Vista Avenue
Burbank, Calif. 91508

Wayne State University
Audio-Visual Utilization Center
5448 Cass Avenue
Detriot, Michigan 48202

Weston Woods Studios
Weston, Conn. 06880

J. Weston Walch
Portland, Maine 04104

Young Children
Journal of the National Association
for the Education of Young Children
1629-21st Street, N.W.
Washington, D.C.

ORGANIZATIONS AND AGENCIES

The following organizations and agencies have information and various types of materials relative to care of young children. Most will send catalog, materials lists, bibliographies, list of free materials, price lists, etc.

Agricultural Extension Service
Institute of Food and Agricultural Sciences
University of Florida
Gainesville, Florida 32601

American Academy of Pediatrics
1801 Hinman Ave.
Evanston, Ill. 60204

American Assoc. of Elementary Kindergarten-Nursery Educators
NEA Center
1202 Sixteenth Street NW
Washington, D.C. 20036

American Dental Association
211 E. Chicago Avenue
Chicago, Ill. 60611

American Home Economics Association
1600 Twentieth Street N.W.
Washington, D.C. 20009

Association for Childhood Education International
3615 Wisconsin Avenue, NW
Washington, D.C. 20016

Association for Family Living
6 North Michigan Avenue
Chicago, Ill. 60602

Bureau of Child Development and Parent Education
New York State Department of Education
Albany, New York 12201

Child Study Association of America
Publishing Department
50 Madison Avenue
New York, New York 10010

Child Welfare League of America
44 East 23rd Street
New York, New York 10010

Day Care and Child Development Council of America, Inc.
1401 K Street, NW
Washington, D.C. 20005

Family Service Association of America
44 East 23rd Street
New York, N.Y. 10010

Federal Departments and Agencies

U. S. Department of Health, Education and Welfare (DHEW)

Children's Bureau
Social and Rehabilitative Service
U.S. Dept. of Health, Educ. and Welfare
Washington, D.C. 20201

Bureau of Research
Office of Education
U.S. Dept. of Health, Education and Welfare

Bureau of Elementary and Secondary Education
Office of Education
U.S. Dept. of Health, Education and Welfare
Washington, D.C. 20201

Migrant Health Program
Public Health Service
U.S. Dept. of Health, Education and Welfare

Bureau of Adult, Vocational, and Library Programs
Office of Education
U.S. Dept. of Health, Education and Welfare
Washington, D.C. 20202

Facus President
Mrs. Jane Black
Box 594
Coca, Florida 32922

North Facus President
Mrs. Angie Barguist
6625 Black.. ood
Jacksonville, Flo-ida

Duval Branch
Florida Society for the
Prevention of Blindness, Inc.
1460 LeBaron St.
Jacksonville, Florida 32207

The ERIC Clearinghouse on
Early Childhood Education
805 West Pennsylvania Avenue
Urbana, Illinois 61801

ERIC Information Retrieval Center
on the Disadvantaged
Teachers College
Columbia University
New York, New York 10027

Dr. Martin Luther King Family Center
124 North Hoyne Avenue
Apt. 113
Chicago, Illinois 60612

Mental Health Association of Florida
Suite 207, Myrick Building
132 East Colonial Drive
Orlando, Florida 32807

Mental Health Materials Center
Human Relations Aids
419 Park Avenue South
New York, New York 10016

The Merrill-Palmer Institute
71 East Ferry Avenue
Detroit, Michigan 48202

National Association for Black Child Development
Black Child Development Education Centers
1028 Connecticut Avenue, N.W.
Suite 514
Washington, D.C. 200036

National Association for Mental Health
1800 North Kent Street
Rosslyn, Virginia 22209

National Association for the
Education of Young Children (NAEYC)
1834 Connecticut Avenue NW
Washington, D.C. 20009

National Association for Retarded
Children
420 Lexington Avenue
New York, New York 10017

National Committee for the Day
Care of Children
44 East 23rd Street
New York, N.Y. 10010

National Committee on the
Education of Migrant Children
145 East 32nd Street
New York, N.Y. 10016

National Congress of Parents
and Teachers
700 North Rush Street
Chicago, Illinois 60611

National Education Association
1201 16th Street NW
Washington, D.C. 20036

National Education Association
Department of Elementary-Kinder-
garten Nursery Education
1201 16th Street, NW
Washington, D.C. 20036

National Kindergarten Association
8 West 40th Street
New York, New York 10018

New York City Department of Wel-
fare
Division of Day Care
Information and Counseling Service
601 E. 9th St.
New York, N.Y.

Office of Economic Opportunity (OEO)

Community Action Program
Office of Economic Opportunity
Attention: Migrant Branch
Washington, D.C. 20506

Community Action Program
Office of Economic Opportunity
Washington, D.C. 20506

Parent Cooperative Preschool
International
P.O. Box 40123
Indianapolis, Indiana 46240

Play Schools Association
120 West 57th Street
New York, New York 10019

Southern Association on Children
Under Six
1070 Moss Avenue, NE
Orangeburg, S.C. 29115

U. S. Department of Agriculture (DOA)

Consumer and Food Economics Research Division
Agricultural Research Servic.
U.S. Depart. of Agriculture
Washington, D.C. 20250

School Lunch Division
Consumer and Marketing Service
U.S. Dept. of Agriculture
Washington, D.C. 20250

U.S. Department of Health, Education, and Welfare
Office of Child Development, Children's Bureau and
The Bureaus of Headstart and Early Childhood
Washington, D.C. 20201

U.S. Department of Health, Education, and Welfare
Office of Education
Washington, D.C. 20202

U.S. Department of Labor (DOL)

Bureau of Work-Training Programs
Manpower Administration
U.S. Dept. of Labor
Washington, D.C. 20210

Women's Bureau
Workplace Standards Administration
U.S. Department of Labor
Washington, D.C. 20210

Manpower Administration
U.S. Dept. of Labor
Washington, D.C. 20210

Other U.S. Government

Internal Revenue Service
U.S. Dept. of the Treasury
Washington, D.C.

Superintendent of Documents
Government Printing Office
Washington, D.C. 20402

PAMPHLETS

American Red Cross. Home Nursing. New York, New York: Doubleday and Company, Inc., n.d. 501 Franklin Ave., Garden City, NY 11530, $1.50.

American Toy Institute, 200 Fifth Avenue, New York, N.Y. 10010.

Association of Childhood Education International
Aides to Teacher and Children. $1.50
Bits and Pieces. 1967. $1.25
Children's Books for $1.50 or Less. 1967. 70 cents
Creating with Materials for Work and Play. 1969. $1.25
(12 leaflets)
Equipment and Supplies. $1.50
Play—Children's Bussiness. 75 cents

"Baby Pamphlets" Johnson & Johnson. New Brunswick, N.J. 08903.

Baby Sitting. American Insurnace Association. Engineering and Safety Department. 85 John Street, New York, N.Y. 10038., 120 South LaSalle Street, Chicago, Illinois 60603., 465 California Street, San Francisco, California 94104.

Beautiful Junk, Warner and Twill. Project Head Start. Office of Child Development. U.S. Dept. of Health Educ. & Welfare. Washington, D.C. 20201.

Birth Defects. The National Foundation-March of Dimes. P.O. Box 2000, White Plains, N.Y. 10602.

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CCM Standard Schools Tampa, Paper Back Books For Teaching 7" x 10½"
320-72 Early Childhood Education 12c 1.25 — 15.00
" '69 Solving Behavior Problems
121 Nature Study
187 Art Recipes
188 Paper Art
191 Scrap Craft
193 Helping Children Draw
195 Easy to Make
213 Stories That Stick
214 Finger and Action Rhymes
216 Puppets For All Grades
241 Creative Rhythms

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Workers, 1971, p. 114-120.

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Guide for the Care of Infants in Groups. Sally Provence, M.D., 1967. New York. Child Welfare League of America. 104p.

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March Of Dimes. The National Foundation, 800 Second Avenue, New York, N.Y. 10017.

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Mattick; Ilse and Perkins, Frances. Guidelines for Observation and Assignment. An Approach to Evaluating the Learning Environment of A Day Care Center. DCCDCA. 1972 42 pp. $1.75.

McEnery, E.T. and Suydam, Margaret Jane. Feeding Little Folks. Chicago, Illinois: National Dairy Council, 1967.

Metropolitan Life Insurance Co. Health and Welfare Division, 1 Madison Avenue N.Y., N.Y. 10010

Pamphlets Free limited:
"Growing and Learning"
"I Won't & Won't!"
"Memo to Parents About Your Child's Eyesight"
"Memo to Parents About Immunization
"Memo to Parents About Child's Sleep
Watching Your Child's Health
How to Restore the Breath of Life
Sitting Safely
Your Child's Safety

Also available free in quantity from Metropolitan Life Insurance 1000 Riverside Ave., Jacksonville, Fla. 356-2621

Minimum Standards for Day Care Centers. Austin, Texas: Texas Dept. of Public Welfare, n.d. (Order From: Texas Dept. of Public Welfare, John H. Reagan Bldg., Austin, TX 78711, Free)

Money Management Institute. Children's Spending 256. Household Finance Corporation. Prudential Plaza. Chicago, Illinois 60601.

National Association for the Education of Young Children. Benefits of a Nursery School. 5 cents Let's Play Outdoors. 1967. $1.00 One Giant Step. 1968. 75 cents. Teaching the Disadvantaged Young Child. 1968. $2.00. Water, Sand, and Mud as Play Materials. 1959. 50 cents. What Does the Nursery School Teacher Teach? 1967. $1.00

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Ross Laboratories, Department PDA, P.O. Box 688, Columbus, Ohio 43216 (small fee for quantities)
Developing Self Esteem
Developing Tiolet Habits
How To Be A Parent - And Like It
When Your Child is Contrary
When Your Child is Unruly
Your Baby Becomes a Toddler
Your Children and Discipline
Your Children's Quarrels
Your Child and Sleep Problems
Your Child Goes to the Hospital
Your Child's Fears
Your Child's Progress in School

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Escalona, Sibylle. Understanding Hostility in Children. 1953.

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Kuder, G. Frederic and Blanche B. Paulson. Exploring Children's Interests. 1959.

Leonard, Charles W. and Murray S. Flander. Why Children Misbehave. 1970.

Meisser, Edith G. The Roots of Self-Confidence. 1970.

Menninger, William C., M.D. Self-Understanding: A First Step to Understanding Children. 1969.

Puner, Helen W. in cooperation with the Child Study Association of America. Helping Brothers and Sisters Get Along. 1952.

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Union Label Dept., International Ladies' Garment Workers' Union, 275 Seventh Avenue, New York, N.Y. 10001.
Having-A-Baby Clothes
How to Dress Your Little Girl
aged 2 to 6 years

Child Development Day Care Handbooks., Office of Child Development, U.S. Dept. of Health, Education and Welfare, P.O. Box 1182, Washington, D.C. 20013.
A Statement of Principles (30¢)
Serving Infants (75¢)
Serving Preschool Children
Serving School Age Children (70¢)
Staff Training (50¢)
Health Services (75¢)
Administration ($1.25)
Serving Children with Special Needs (75¢)

U.S. Dept. of Health, Education and Welfare Superintendent of Documents., Children's Bureau Publications, U.S. Printing Office., Washington, D.C. 20402.
Your Child From 1--6 (20¢)
Your Child From 6--12 (20¢)
Prenatal Care (20¢)
Infant Care (20¢)
Your Gifted Child (20¢)
The Mentally Retarded Child At Home (35¢)
Selected Films of Child Life (35¢)
A Creative Life for Your Child (35¢)
How to Succeed With Family Day Care
On Rearing Infants and Young Children in Institutions. Division of Research, Children's Bureau Reports No. 1, 1967. 50 cents.
Food Children Need. Children's Bureau Publication, No. 14.
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PERIODICALS

American Childhood Magazine
Springfield, Mass.

Baby Dy-Dee Service
710 Forest Street
P.O. Box 5622
Jacksonville, Florida 32207
(353-3661)

Childhood Education
Assoc. for Childhood Education International
3615 Wisconsin Avenue NW
Washington, D.C. 20016

Children
Superintendent of Documents
Government Printing Office
Washington, D.C. 20402

Day Care and Early Education
2852 Broadway
N.Y., N.Y. 10025

ERIC/ECE Newsletter
Publications Office
College of Education/IRRC
University of Illinois
805 W. Pennsylvania Avenue
Urbana, Illinois 61801

Expecting
Parents' Magazine Enterprises, Inc.
52 Vanderbilt Avenue
New York, N.Y. 10017

Highlights for Children
2300 W. Fifth Avenue
Columbus, Ohio 43216

Human Needs
Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

Our Baby's First Seven Years
5841 Maryland Avenue
Chicago, Illinois 60637

Pac-O-Fun, Scrap Magazine
14 Main Street
Park Ridge, Illinois 60068

Parents Magazine Enterprise
52 Vanderbilt Avenue
N.Y., N.Y. 10017

Humpty Dumpty Magazine
Parent's Magazine

Today's Child
92 A Nassau Street
Princeton, N.J. 08540

Young Children
National Association for the Education of Young Children
3110 Elm Avenue
Baltimore, Maryland 21214

Today's Education
National Education Association
1201 West 40th Street
Washington, D.C. 10018

Voice for Children
The Day Care and Child Development Council of America
1401 K Street, NW
Washington, D.C. 20005

These sources have various type of information related to Child Care Services and Early Childhood Education. Complete list of their current produce available on request.

Adell Manning Productions
Post Office Box 125
Palo Alto, California

All-Florida School Supply
2750 Dunn Road
Jacksonville, Florida
(733-9722)

Public Relations Department
American Bankers Assn.
90 Park Ave.
New York, N.Y. 10016

American Chiropractic Association Inc.
American Building
2200 Grand Avenue
Des Moines, Iowa 50306

American Dry Milk Institute
130 North Franklin Street
Chicago, Illinois 60606

The American Human Association
The Education Department
P.O. Box 1266
896 Pennsylvania Street
Denver, Colorado 80201

American Institution of Baking
Commercial Service
400 East Ontario Street
Chicago, Illinois 60611

American Meat Institute
59 Van Buren Street
Chicago, Illinois 60605

American Medical Association
535 North Dearborn Street
Chicago, Illinois 60610

American Optomertric Association
7000 Chippewa Street
St. Louis, Mo. 63119

American Red Cross Nursing Section
Free Films
Riverside Avenue
Mrs. Egglertron

American School Food Service Assoc.
P.O. Box 8811
Denver, Colorado

The American Toy Institute Research
Division on the Toy Manufactures
of the U.S.A., Inc.
200 5th Avenue
New York, New York 10010

Apsco Products Company
P.O. Box 840
Beverly Hills, California

Association for Family Living
28 E. Jackson Blvd.
Chicago 4, Illinois

The Avalon Hill Company
210 West 28th Street
Baltimore, MD. 21211

Avon Educational Services
30 Rockfeller Plaza
New York, N.Y. 10020

Bank Street College of Education
69 Bank Street
New York, New York 10011

Beechnut Baby Foods
605 3rd Avenue
New York, N.Y. 10016

Best Foods
Division of Conn. Products
10 East 56th Street
New York, N.Y. 10022

Binney and Smith
380 Madison Avenue
New York, N.Y. 10017

Black Child Development Institute
1028 Connecticut Ave., NW
Suite 514
Washington, D.C. 20036

Borden Farm Products
Division Borden Company
350 Madison Avenue
New York, N.Y. 1001?

Bowmar
622 Rodier Drive
Glendale, California 91201

The R.L. Bryan Company
P.O. Box 368
Gregstone Executive Park
Columbia, S.C. 29202

Bureau of Blind Services
27 Park Street
Jacksonville, Florida

Bureau of Child Development
and Parent Education
New York State Department of Education
Albany, New York 12201

Bureau of Crippled Children
1630 Bartram Road
Jacksonville, Florida
(725-0955)
contact Hazel Gillie
referral or direct;
up to 21 yrs; sliding scale

Bureau of Public Health
Equitable Life Assurance Society
of the U.S.
Box 572
General Post Office
New York 1, New York

Campbell Soup Company
Home Economics Department
375 Memorial Avenue
Camden, New Jersey 08101

Carolina School Supply Co.
P.O. Box 2165
2619 West Boulevard
Charlotte, N.C. 28201

CCM School Materials, Inc.
Threshold Program and Materials
2124 West 82nd Place
Chicago, Illinois 60620

Cereal Institute, Inc.
135 South LaSalle Street
Chicago, Illinois 60603

Changing Times Educational Service
1729 H. Street, NW
Washington, D.C. 20006

Child Craft Education Corp.
964 Third Avenue
New York, New York 10022

Childcraft
155 East 23rd Street
New York, N.Y. 10010

Child Guidance Clinic
5720 Atlantic Blvd.
Jacksonville, Florida
(724-9211)

Child Study Association of America
30 Madison Avenue
New York, N.Y. 10010

Childhood Equipment Co.
155 East 23rd Street
New York, N.Y. 10010

Childhood Resources
4105 North Fairfax Drive
Arlington, VA. 22203

Children's Books in Print
R.R. Bowker Company
New York

Children's Bureau
Office of Child Development
Department of Health,
Education and Welfare
Washington, D.C. 20201

Children's Home Society
3027 San Diego Road
Jacksonville, Florida

Children's Hospital Medical Center
Dept. of Public Instruction
300 Longwood
Boston, Mass.

Children's Museum
1025 Gulf Life Drive
Jacksonville, Florida

Children's Music Center
5373 West Pico Boulevard
Los Angeles, California 90019

Children's Reading Service
1078 St. John's Place
Brooklyn 13, New York

Cleanliness Bureau
40 East 41st Street
New York, N.Y. 10017

Cleveland Range Co.
971 East 63rd Street
Cleveland, Ohio

Clairol, Inc.
1290 Avenue of Americas
New York, N.Y. 10019

Committee on Mental Health of State
Charities Aid Association
105 E. 22nd Street
New York 10, N.Y.

Community Playthings
Rifton, New York 12471

Community Service Society
Home Economics and Nutrition Service
105 East 22nd Street
New York, N.Y. 10010

Consortium on Early Childbearing
and Childrearing
Suite 618
1145 - 19th Street, N.W.
Washington, D.C. 20036

Consumer Education Service
Department 703 Public Relations
Sears, Roebuck and Company
Chicago, Illinois 60611

Cook, David C. Publishing Company
850 North Grove Avenue
Elgin, Illinois 60120

Constructive Playthings
1040 East 85th Street
Kansas City, Mo. 64131

Cooperative Recreation Service, Inc.
Radnot Road
Delaware, Ohio 43015

Creative Playthings
P.O. Box 1100
Princeton, N.J. 08540

Creative Playthings
P.O. Box 330
Princeton, New Jersey 08540

Dairy Council of South Florida
4100 West Flagler Street
Miami, Florida 33134

David C. Cook
850 North Grove Avenue
Elgin, Illinois 60120

Day Care and Child Development Council
of America, Inc.
1401 "K" Street, Northwest
Washington, D.C. 20005

Dental Manpower Bank
Jacksonville, Florida
Screening at St. Vincents Hoop
Mrs. Williams 389-7751-6434

Dental Research Clinic
F.J.C. North Campus
train dental assistants;
treat children for nominal fee

Dentist Academy
2727 Park Street
Jacksonville, Florida
serve 3, 4 & 5 yr. olds in
Day Care (Fed. Funded programs)

Dick Blick
P.O. Box 1267
Galesburg, Illinois 61401

The Division of Day Care
and Foster Homes
Bureau of Child Health
Room 1420 A. 100 Center St.
New York 13, N.Y.

Division of Retardation
3631 Hodges Blvd.
Jacksonville, Beach Florida
249-5671

DuPont Exceptional Child Center
7075 Ponce De Leon Avenue
Jacksonville, Florida
733-9700

E.P. Dutton and Company
300 4th Avenue
New York, New York 10010

Duval Assoc. of Retardation
Citizens Group
46 W. Duval Street
Jacksonville, Florida
354-8060

Aldersgate Day Care
and Training Center
1665 East 9th Street
Jacksonville, Florida
356-9681

Duval School System
Furniture Warehouse
21 King Street
Jacksonville, Florida
633-6381

Economic Laboratories
230 Park Avenue
New York, N.Y.

Educational Development Center
55 Chapel Street
Newton, Massachusetts

Educational Media Index
McGraw-Hill Book Company
New York, N.Y.

Educational Record Sales
157 Chambers Street
New York, N.Y. 10007

Education Program
Ann Pillsbury Consumers Service Kitchen
The Pillsbury Company
602 2nd Avenue South
Minneapolis, Minn. 55402

The Electric Company
Children's Television Workshop
1 Lincoln Plaza
New York, N.Y. 10023

Encyclopedia Britannica Education
Corp.
425 North Michigan Avenue
Chicago, Illinois 60611

Environments, Inc.
Early Childhood Education Division
P.O. Box 1127
808 Bay Street
Beaufort, S.C. 299902

Equitable Life Assurance
Society of the U.S.
Bureau of Public Health
Box 572, Gen. P.O.
New York, N.Y.

The Equitable Life Assurance
Society of the U.S.
1285 Avenue of the Americas
New York, N.Y. 10019

Evaporated Milk Association
910 17 Street
Washington, D.C. 20006

Fantasyland Storybook Park
P.O. Box 267
Gettysburg, Pa. 17235

Federal Programs for Young Children
Child Development Staff
Appalachian Regional Commission
1666 Connecticut Avenue, NW
Washington, D.C. 20235

Field Enterprises Education Corporation
Merchandise Mart Plaza
Chicago, Illinois 60654

Fisher-Price Toys
606 Girard Avenue
East Aurora, N.Y.

Florida Board of Conservation
107 West Gaines Street
Tallahassee, Florida 32301

Florida Department of Citrus
P.O. Box 1720
Lakeland, Florida 33801

Florida Dept. of Education
Curriculum Library
Rm. 304, Knott Bldg.
Department of Education
Tallahassee, Fla. 32304

Florida Department of Education
Food and Nutrition Service
Knott Building
Tallahassee, Florida 32304

Florida Department of Education
Home Economics Section
Occupational Specialist
Knott Building
Tallahassee, Florida 32304

Florida Department of Health and
Rehabilitative Services
Box 210
Jacksonville, Florida 32201

Florida Society for Prevention of Blindness
P.O. Box 5070
Jacksonville, Florida
Preschool vision testing
Speakers' Bureau

Florida State Board of Health
Bureau of Local Health Services
Division of Nutrition
Jacksonville, Florida

State of Florida
Department of Health and Rehabilitative
Services
Division of Family Services
Bureau of Staff Development
Audio-Visual Center
P.O. Box 2050
Jacksonville, Florida 32203
725-3080

Florida School for Blind
And the Deaf
Mr. William J. McClure, President
P.O. Box 1209
St. Augustine, Florida 32084
824-1654

Food Service Division
Armour and Co.
Union Stock Yards
Chicago, Illinois

Game-Time Inc.
903 Anderson Road
Litchfield, Michigan 49252

General Foods Kitchen
250 North Street
White Plains, N.Y. 10602

General Learning Corporation
Child Care Learning Center
250 James Street
Morristown, New Jersey 07960

General Mills, Inc.
Public Relations
9200 Wayzata Blvd.
Minneapolis, Minn. 55440

Gerber Products
445 State Street
Freemont, Michigan 49412

Gillette Co. Toiletries Division
100 Charles Ri-ER Plaza
Boston, Mass. 02114

J.L. Hammett Co.
U.S. 29 South
Lynchburg, Virginia 24502

Happy Acres Ranch
7117 Crane Avenue
Jacksonville, Florida
Mrs. Marion Scarborough
725-1410

Headstart
Office of Economic Opportunity
Washington, D.C. 20506

Home and Gerry-Debo
Fox Blocks Company
24401 Redwood Highway
Cloverdale, California 95425

Human Relations Aids
104 East 25th Street
New York, N.Y.

Ideas Unlimited Book of the
Month Handcraft
2724 West Moore
Chicago, Illinois 60645

Institute for Development of Educational Activities, Inc.
Suite 300
5335 Far Hills Avenue
Dayton, Ohio 45429

Institute of Life Insurance
277 Park Avenue
New York, N.Y. 10017

Interstate School Supplies
P.O. Box 1946
Ocala, Florida 32670
904-732-2249

John Carroll Institute (Montessori)
3061 Phillips Highway
Jacksonville, Florida 32207
398-3666 attn: Miss. Miller

John Tracy Clinic
806 West Adams Boulevard
Los Angeles, California 90007

Johnny's Hobby House
900 King's Drive
Charlotte, North Carolina

Johnson and Johnson
Merchandising Services
New Brunswick, New Jersery 08903

Judy Company
310 North Second Street
Minneapolis, Minn.

Kellogg Company
Battle Creek, Mich. 49016

Kindergarten Materials
Box 236
Northport, New York

The King Company
2414 West Lawrence Avenue
Chicago 25, Illinois

Know Publication Inc.
Box 260
Wall Street Station
New York, New York 10005

Kraft Kitchens
Division of National Dairy Products Corporation
500 Peshtigo Court
Chicago, Illinois 60690

Lactoria Products Division
Warner Lambert Pharmaceutical Co.
201 Tabor Road
Morris Plains, New Jersey 07950

Lions Club—Jacksonville
F.M. Wilson
1124 Barnett Bank

Love Grove Exceptional Child Center
2446 University Blvd. S.
Jacksonville, Florida
724-0333
Mrs. Armbruster, Bld. Chairman

Metropolitan Life Insurance Co.
Health and Welfare Department
1 Madison Avenue
New York, N.Y. 10010

Milton Bradley Company
74 Park Street
Springfield, Massachusetts 01101

Montessori Motivational Toys
Doylestown, Pa. 18901

National Apple Institute
2000 "P" Street
Washington, D.C. 20036

National Council of Family Relations
5757 South Drexel Avenue
Chicago, Illinois

National Council of Jewish Women
1 West 47th Street
New York, New York 10036

National Dairy Council
111 North Canal Street
Chicago, Illinois 60606

National Federation of Settlements
and Neighborhood Centers
232 Madison Avenue
New York, New York 10016

National Livestock and Meat Board
36 South Wabash Avenue
Chicago, Illinois 60603

National Plant Food Institute
1700 K Street, N.W.
Washington, D.C. 20006

National Recreation Association
8 West 8th Street
New York, New York 10011

National Safety Council
425 N. Michigan Avenue
Chicago, Illinois 60611

National Society for the
Prevention of Blindness, Inc.
79 Madison Avenue
New York, N.Y. 10016

Newton School Equipment Co.
400 Drake
Jacksonville, Florida
786-4881

Novo Educational Toy & Equipment Corp.
585 Aven of the America (6th Avenue)
New York, N.Y. 10011

Nutrition Foundation
99 Park Avenue
New York, N.Y. 10016

Office of Economic Opportunity
Washington, D.C.
Publishes materials and guides
for Head Start programs

Office of the Local County
Agricultural Extension Agent

Ohio State University
190 West 17th Avenue
Columbus, Ohio 44233

F.A. Owen Publishing Company
Dansville, New York 14437

Pampers Professional Service
Proctor and Gamble
Post Office Box 171
Cincinnati, Ohio 45201

Parents Magazine Press, Inc.
Educational Division
52 Vaderbilt Avenue
New York, New York 10017

Phonovisual Products, Inc.
P.O. Box 5035
Washington, D. C. 10016

Play Schools Association
120 West 57th Street
New York, N.Y. 10019

Penny's Educational Materials
J.C. Penney
Regency Square
Jacksonville, Florida

J. C. Penney Co.
1301 Avenue of the Americas
New York, N.Y. 10019

Pet Milk Company
Home Economics
Arcade Building
St. Louis, Missouri 63166

Playskool Manufacturing Company
3720 North Kedzie
Chicago, Illinois 60618

Dr. Posner Shoe Company, Inc.
350 5th Avenue
New York, New York 10000

Poultry and Egg National Board
8 South Michigán Avenue
Chicago, Illinois 60603

Product Information FMC Corp.
American Viscose Division
1617 John F. Kennedy Blvd.
Philadelphia, Penn. 19103

Proctor and Gamble Co.
Cincinnati, Ohio 45201

Public Affairs Committee
381 Park Avenue South
New York, N.Y. 10016

Quaker Oats Company
Home Economics Department
Merchandise Mart Plaza
Chicago, Illinois 60654

Rhyme University
Eden, New York
(A source of materials for kindergarten)

Rhythm Band Inc.
P.O. Box 126
Fort Worth, Texas 76101

Julias Rosenwald
4901 Ellis Avenue
Chicago, Illinois

Ross Laboratories
Columbia, Ohio

S & S Plastics
Riverside Avenue
Jacksonville, Florida

School and Pre-School Supply Center, Inc.
5511 Edmondson Avenue
Baltimore, Maryland 21229

Schwarz Children's World
745 Fifth Avenue
New York, N.Y. 10022

Science Research Associates, Inc.
259 East Erie Street
Chicago, Illinois 60611

Scott Paper Company
200 Park Avenue
New York, N.Y. 10017

E.C. Seale and Company
1053 East 54th Street
Indianapolis, Indiana 46220
(Writing aides such as ABC Desk Cards,
ABC Wall Cards, and etc.)

Seeing Eye, Inc.
Morristown, New Jersey 07960

Sesame Street
Department PR
North Road
Poughkeepsie, N.Y. 12601

Speech Rehabilitation Institute
61 Irving Place
New York, New York 10003

Skaneateles Handicrafters, Inc.
Skaneateles, N.Y.

Southern Film & School Supply Co.
3604 Main Street
Columbia, S.C. 29200

Southern Area Exchange
1621 Dragon Street
Dallas, Texas 75207

Speech and Hearing Center
1228 Laura Street
Jacksonville, Florida
Child testing, weekly parent sessions
referrals/parents-sliding scale
language and cleft palate exam &
theraphy
group testing, shopping center prelim.
tests

Sperry Hutichinson Company
3003 East Kemper Road
Cincinnati, Ohio 45241

R.H. Store Products
18279 Livernois
Detroit, Michigan 48221

Student Work Permits
Darnell Cookman School
1701 Davis Street
Jacksonville, Florida

Sturdy Stuff Toys
Keeler Lake
Decatur, Michigan

Superintendent of Documents
Government Printing Office
Washington, D.C. 20402

Swift and Company
115 West Jackson Boulevard
Chicago, Illinois 60604

Teachers College Columbia University
Bureau of Publications
New York 19, N.Y.

Television Center
Brooklyn College
Brooklyn, New York 11200

Texas State Department of Public Welfare
Child Welfare Division
2nd Floor, Old Court House
Dallas, Texas

3M Visual Products
Post Office 3100
St. Paul, Minnesota 55101

United Fresh Fruit and Vegetable
Association
777 14th Street, NW
Washington, D.C. 20005

U.S. Department of Health, Education
and Welfare
Office of Education
Washington, D.C. 20202

U.S. Department of Health, Education
and Welfare
Children's Bureau
Office of Child Development
Washington, D.C. 20201

Viking Sewing Machine Company
416 North Jefferson Street
Green Bay, Wisc.

Vision Conservation Institute of California
926 "J" Bldg. Suite 810
Sacramento, California 95814

Whirlpool Corporation
Home Service Department
Sales Promotion Bldg.
Benton Harbor, Mich. 49022

Wheat Flour Institute
309 West Jackson Blvd.
Chicago, Illinois 60606

Wilbern Products
10749 Chandler Blvd.
North Hollywood, California 91601

Xerox Corporation
P.O. Box 3300 Grand Central Station
New York, NY. 10017
(Vision and Sight)

EDUCATIONAL

FJC - Judy Lutz	757-6421
UNF - Early Childhood - Jan Wood, Director	646-2765
JU - Child Care Lab. - Dr. Kay Johnson	
School Board - Pre Kindergarten, Ann Ezzell specialist	633-6060
Early Childhood Education, Barbara Scott, supervisor	633-6060
Exceptional Child Care, Julie Wickersham, director	633-5900
Special Ed. Learning Disabilities	633-6195
Follow - Through - Mrs. Mesa	633-5740
Guidance, Lucille Crysell, Supervisor	633-6320
Personnel - (Non. Cert.) Dr. Dave Rycroft	633-6423
Exceptional Child - Univ. Hosp. Mrs. Norris	358-3272-2110
Project for Young Parents - Mrs. Knox (226 Laura)	356-9321
Audio - Visuals, Gloria Brooks, supervisor	633-6140

GOVERNMENT

Division of Family Services	725-3080
GJEO - Head Start - Mrs. Smith	
Head Start Nutrition	
Child Development - Mrs. Betty Winters	791-0306
Infant Care Center - Mrs. Mary Armstrong, Director	356-4227
Day Care Center A.M.E. St. Pauls - Mrs. Dixon	
Division of Family Services	
Southern Regional Day Care Project	
Pearson Center, Mrs. Ruth Heuser - Director (1314 W. Union)	355-6255
Concentrated Employment Program - Mrs. Bingerheimer	358-2641

(Agencies - cont'd_

Neighborhood Youth Corps - Mrs. Hurst	633-3000
University Hospital Nursing Superintendent - Mrs. Apoll	358-3272
University Hospital Day Care - Mrs. Desandro	
University Hospital Exceptional Child - Mrs. Norris	358-3272-2110
Episicopal Day Care Centers - (Formerly 4-c)	
Brentwood Nursery - Ginger Lee, Director	355-2188
Brentwood Parent - Child Advocacy - Contact Cynthia Ross	353-1933
Blodgett Homes Center - Mrs. Scott, Director	358-1651
March of Dimes, National Foundation 218 W. Adams	353-6624
Planned Parenthood of N.E. Florida Inc. Mrs. Williams	388-3568
Day Nursery and Kindergarten Association	356-2346
American Red Cross, Nursing, Mrs. Egglestrom Riverside Ave.	388-2617
Muscular Dystrophy Association 1565 San Marco Blvd.	398-4559
Family Planning Public Health Division 515 W. 6th Street	633-3870
Food Handlers Health Division 515 W. 6th Street	633-3870
Child Abuse Registary Division of Family Services	725-8388